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ABSTRACT

This listing provides information about data resources available at the Data Resources and Research Center, an archive and information clearinghouse for social science research about women's lives and social change. Descriptions of data resources are divided into three categories: (1) acquired and fully documented, (2) acquired but not fully documented, and (3) in the process of acquisition. For each data set, or study, the following elements are identified: the original focus of the study, the original investigators, the samples used, and the measures used. A shorthand coding of both the methods used in the study and the content of the measures given is provided, as is an index of all data-sets by the original investigator's last name in the appropriate categories. (FM)

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A GUIDE TO THE DATA RESOURCES
of the
HENRY A. MURRAY RESEARCH CENTER OF RADCLIFFE COLLEGE*

A Center for the Study of Lives

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and by appointment

*Formerly the Radcliffe Data Resource and Research Center

Revised and complete as of May, 1979

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INTRODUCTION

What is the Radcliffe Data Resource and Research Center?

Radcliffe College, with the assistance of a grant from the Ford Foundation, established the Radcliffe Data Resource and Research Center in 1976. The Center was designed to become a national repository for social science data on the changing life experiences of American women, and to serve as a catalyst and sponsor for scholarly research on the impact of social change on women's lives.

Functions of the Radcliffe Data Resource and Research Center

The Center's main purposes are: to serve as an archive for social science data about women's lives; to serve as a resource for researchers; to serve as a sponsor of research on women and social change; and to serve as a dissemination point for information about new research techniques and findings.

In the course of developing the archives for the Data Center, the staff have conducted extensive reviews of relevant literature in most of the social sciences in order to identify those studies which contain data that are especially important to preserve and make available to scholars for further analysis. Studies which included data gathered over a period of time, or from unique groups of women, or of an unusually rich and detailed texture, were particularly attractive, since they offered the greatest potential for increasing understanding of the effects of social change on the status of women in various domains of American society. A number of valuable sets of data examined in this review process have already been acquired, and others are at various points in the acquisition process. The Center staff continue to monitor new developments in research on women's lives and actively pursue new resources.

All of the information about the existing data-sets, whether acquired for the Center's collection or not, has been stored and organized so that the Center can effectively serve as a clearinghouse of information about extant data on women, social change and other topics. This information has been disseminated primarily through the informal network of researchers in relevant fields, a function which the Center plans to formalize via a periodic newsletter to interested individuals and research organizations.

In order to serve as a sponsor for research on the changing status of women, the Data Center has developed programs that are designed to help scholars make effective use of the data resources housed in the Center's repository and to publicize the unique resources that are

available at the Center. These programs include a postdoctoral fellowship program, a dissertation research program, and a series of monthly workshops designed to introduce users to our resources and procedures.

In the course of our sponsorship of research projects, we hope to stimulate and facilitate research which is focussed on issues important to women. We also hope to encourage a number of methodological approaches. First, we hope to encourage the use of secondary analysis as a sound, economical and sensible approach to answering social science questions. Second, we hope to focus researchers' attention on the value of longitudinal research designs, especially the value of increasing the utility of an existing data set by collecting followup data. In addition, we wish to encourage multidisciplinary and multivariate approaches to data collection, while at the same time encouraging an emphasis on studies with rich and complex data from individuals.

The Data Center also attempts to disseminate information about new research techniques and findings at conferences and workshops held periodically at the Center. The first conference, "Methds for Studying Women and Social Change," was held in the fall of 1978. The conference introduced the research community to the Data Center and provided a forum where scholars from various disciplines gathered and discussed their approach to secondary analysis of longitudinal data. Other conferences are planned for 1979 and 1980. The Center also provides individual researchers with as much information and as many questionnaire and other forms as possible.

How may the Center be used?

The Radcliffe Data Resource and Research Center may be used as a resource for information about existing studies (e.g., of career development in women), about available measures (e.g.,of child care arrangements), about procedures (e.g., for obtaining informed consent) and about other data archives. It can also be used as a source of data to be analyzed to answer a user's research question.

Users are not charged for access to the data, nor for modest consultation by Center staff which enables access to the data. Users are charged only for any special services they require (e.g., reproduction) and for the cost of any computer time they use.

The Center may also be used as a sponsor or collaborative resource for new research projects. These might include secondary analyses on a relatively large scale, longitudinal followup of an existing sample, or new data collection in an area where existing data resources are meager. Researchers interested in this kind of affiliation should consult with Center staff during the initial planning stages of their project if at all possible. All proposals for such research sponsorship are reviewed by the Director.

Innovative uses of Center resources are also encouraged, though they must be approved by the Director. For example, the Center has recently worked with one individual interested in developing workshops to help women in business by drawing on Center materials.

Interested users are invited to write, call, stop by the Data Center, or attend one of the monthly workshops.

What is the purpose of this listing?

The purpose of this listing is to provide interested users with relatively current information about the Center's data resources. In this way, we hope users will be able to assess the Center's relevance to their interests and purposes. We also hope that interested researchers may let us know that they would like to see us acquire new resources in particular areas they find under-represented among our holdings.

In order to provide as much information as possible, we have included information about data sets which fall into three separate categories:

1) data we have fully acquired and fully documented;

2) data we have acquired, but which has not been fully documented (and therefore would take more time and effort to gain access to);

3) data which is still in process of acquisition, but which we anticipate acquiring soon.

These categories reflect the status quo as of May, 1979. Changes in status may be determined by inquiring at the Data Center.

For each data set we have prepared a description in which we attempted to identify the original focus of the study, the original investigator(s), the samples used, and the measures used. In addition, we have provided "shorthand" coding both of the methods used in the study and the content of the measures given. Finally, we have included a cross-referencing of these categories; that is, we have indexed all data-sets (by original investigator's last name) which fit into each category.

We hope this extensive narrative information, coding and cross-referencing will make our resources easily identified by potential users. We would, however, welcome any suggestions for revisions of our format for future listings.

LIST OF DESCRIPTIONS OF DATA RESOURCES

Original Investigator(s)	Title of Original Study
A. Data sets which have been acquired and are fully documented:	
Atchley, Robert	Impact of Retirement on Aging and Adaptation
Barnett, Rosalind	Vocational planning of college student women: a psycho-social study
Berger, Alan	Effects of college on behavior and expectations during college
Birnbaum, Judith	Life patterns of educated adult women
Burrell, Barbara	Attitudes of participants at the Iowa Women's Political Caucus
Campbell, Angus, Converse, Philip and Rodgers, Willard	The quality of American life
Duncan, G. and Morgan, J.N.	Panel study of income dynamics
Ginzberg, Eli and Yohalem, Alice	Life styles of educated adult women
Goodman, Natalie	Career patterns of the Harvard-Radcliffe Program in Business Administration alumnae
Gurin, Gerald	Michigan student study: students in a multiversity
Gurin, G., Veroff, J. and Feld, S.	Americans view their mental health
Harlan, Anne	Patterns of managerial effectiveness and career development for male and female MBAs
Hoffman, Lois	Fear of success in undergraduates: a replication of Horner's study
Hoffman, Lois	Michigan follow-up of Horner's original study
Horner, Matina	Sex differences in college students in achievement motivation and performance in competitive and non-competitive situations

Kelly, E. Lowell	Personality, marital compatibility and married life: a twenty-year longitudinal study
Kilson, Marion	After the Institute: Fellows' accomplishments and assessments
Lipman-Blumen, Jean	Self-concept and educational aspirations of married women college graduates
McClelland, David C.	Follow-up of patterns of childrearing subjects
Miller, Warren E. and Donovan, E.	The 1972 convention delegate study: women in politics
Miller, Warren E. and Miller, Arthur H.	The CPS 1976 American national election study
National Opinion Research Center	General social surveys
Paige, Karen Erickson	Study of life experiences in married couples
Parnes, Herbert S.	National longitudinal surveys
Puryear, Gwendolyn and Medwick, Martha	Achievement motivation and attitudes toward sex-roles among black female college students
Quinn, Robert P., Mangione, T. and Seashore, S.	Quality of employment survey
Quinn, R., Seashore, S. and Mangione, T.	Survey of working conditions
Shinn, Marybeth	Coeducation and the fear of success and failure
Stewart, Abigail J.	Longitudinal study of the life patterns of college-educated women
Stoper, Emily	Role strain among women in public office
Taylor, Suzanne	Attitudes of superintendents and board of education members in Connecticut toward the employment and effectiveness of women as public school administrators

Trachtenberg, Francine Z.	The differential impact of academic environments on students
Trachtenberg, Francine Z.	Student internship program

B. Data sets which have been acquired and are in process of documentation:

Crandall, Virginia	Young adulthood sample of Fels longitudinal study
Douglas, William	Ministers' wives
Horner, Matina	Success avoidant motivation and behavior: its developmental correlates and situational determinants
Lowenthal, Marjorie, Thurnber, Majda, and Chiriboga, David	Longitudinal study of transitions in four stages of life
Tangri, Sandra	A longitudinal study of career development in college educated women
Wilton, Nancy	Early lives of female visual artists

C. Data sets for which acquisition is in progress:

Bailey, Susan	Factors influencing concentration choices of mathematically talented undergraduates
Bailey, Susan	Alumnae study: graduate and professional schools at Harvard University
Davidoff, Ida and Platt, Marjorie	Two generations of college-educated women: the post-parental phase of the life cycle
Fleming, Jacqueline	Correlates of fear of success in black high school females
Heins, Marilyn	Practice and life patterns of women and men physicians

Horner, Matina	Cognitive and emotional development in early adolescents
Loeser, Herta	Women's re-entry into the workforce
Lopata, Helena	Widowhood in an American city
Lopata, Helena	Support systems involving widows
McClellan, Honor	Women's roles: conflict, compromise, or fulfillment
McCombie, Sharon	A demographic and psycho-social profile of rape victims
Murray, Henry	Explorations in personality and supplementary data
Nadelson, Carol and Notman, Malkah	Male and female medical school alumnae
Notman, Malkah and Nadelson, Carol	Longitudinal study of male and female medical students
Parsons, Jacqueline	Career aspirations among Smith undergraduates: a longitudinal study
Romer, Nancy and Smokler, Carol	Fear of success in school-age males and females
Stewart, Abigail J.	Experience-induced affective development in children and adults
Stewart, Abigail J.	Follow-up of the competence and college study
Stewart, Abigail J.	Decision-making in college seniors
Winter, David G., McClelland, David C. and Stewart, Abigail J.	Competence and college: evaluating the liberal university

CODING CATEGORIES FOR DESCRIPTIONS OF DATA RESOURCES

These categories appear at the end of each description of a data resource. First, the methods used in collecting the data are identified (the design, the types of measures, the age of samples, time of data collection, and sex, race, and social class characteristics of the sample). Next, the content of the questions asked or measures used is coded, in terms of work and career, family, education, health, satisfaction and personal values, attitudes and orientations, and a number of special topics of common interest to many of our users.

The coding of resources here is meant only as a rough guide to researchers. In order to determine whether a data set is well-suited to answer a particular question, the documentation and raw copies of measures, should be consulted. We do hope, however, that the coding presented here will be helpful to users in identifying which data sets they wish to examine further. Users may request a copy of the detailed documentation for any data set by writing or calling us, and sending us $1. for each such requested documentation (checks should be made out to "Radcliffe College" and requests mailed to the address on the cover).

Brief Definitions	Abbreviations
I. Methods of Data Collection	
A. Design approach	
1. large survey	lg surv
2. small survey	sm surv
3. longitudinal	long
4. cross-sectional	x-sect
5. replication	repl
6. experiment	exper

(Methods of Data Collection - continued) Abbreviations

B. Measures available include:

1.	open-ended material in questionnaire form	open q
2.	interview transcripts	int
3.	projective tests	proj
4.	objective personality tests	obj persy
5.	objective attitude tests	obj att
6.	cognitive tests	cog
7.	performance tasks	perf
8.	income, salary, etc.	inc

C. Age of sample (at any data-collection)

1.	children under 13	kids
2.	adolescents (13 and over; high school)	adol
3.	college	coll
4.	non-college - in 20's	20's
5.	thirties	30's
6.	forties	40's
7.	fifties	50's
8.	older than 60	older
9.	adult, mixed age	mix

D. Time of data-collection

1.	1930's	'30's
2.	1940's	'40's
3.	1950's	'50's
4.	1960's	'60's
5.	1970's	'70's

E. Other sample characteristics

1.	sex	
	a. male	mal
	b. female	fem
2.	race	
	a. black	bl
	b. white	wh
3.	social class	
	a. middle	mid
	b. working	wk

II. Content areas assessed include:

A. Work and career variables

1. present work situation	pres wk
2. career plans	car plns
3. career goals and aspirations	car asp
4. re-entry into labor force	reent wk

B. Family variables

1. present family structure	pres fam
2. desired family structure	des fam
3. child care arrangements	chi car
4. division of labor at home	div lab

C. Education variables

1. level of education attained	lev ed
2. field of concentration	conc
3. educational goals and aspirations	ed asp
4. re-entry into education	reent ed

D. Health variables

1. physical health	phys hlth
2. mental health	ment hlth
3. menstruation and/or menopause	mens
4. coping strategies and copying styles	coping

E. Satisfaction and personal values

1. life satisfaction/global happiness	lif sat
2. marital satisfaction	mar sat
3. job satisfaction	job sat
4. self-esteem/self concept	self est
5. personal values	pers val

F. Attitudes and orientations

1. towards work	att wk
2. towards family, marriage, etc.	att fam
3. towards sex	att sex
4. towards achievement	att ach
5. towards sex roles (incl. att. towards women)	att sexrol

(Content of Variables Assessed - continued) Abbreviations

G. Special topics covered:

1.	aging and retirement	aging
2.	bereavement/widowhood	bereav
3.	decision-making	decis
4.	help-seeking and use of help resources	help
5.	leisure time use	leis
6.	political attitudes and/or behavior	pol
7.	professional groups and activities	prof
8.	role conflict	rolecon
9.	sexrole socialization (parents,models)	sexrolsoc
10.	sexuality	sex
11.	social networks and support systems	socnet

DESCRIPTIONS OF DATA RESOURCES

A. Data sets which have been acquired and are fully documented:*

Atchley, Robert. Impact of Retirement on Aging and Adaptation, 1975-77, A139.

This study focused on age, retirement, income, marital status, and health factors related to satisfaction and leisure activity in later life. The study focused on certain aspects of the retirement process and the impact of these aspects on the physical aging and social adjustment of individuals.

In 1975 Miami University's Scripps Foundation Gerontology Center launched a study of all adults who were age 50 or over living in Oxford Township, Ohio. More than 1500 individuals were mailed a 42-item self-administered questionnaire, consisting mainly of pre-coded items. Eleven hundred individuals returned usable questionnaires.

The questionnaire tapped the issues of retirement, leisure activities, satisfaction with one's life, as well as basic demographic information such as age, employment status and history, marital status, etc.

In 1977 questionnaires were sent to all individuals in Oxford Township who had been identified in 1975 as being 50 years or older, regardless of whether they had responded to the initial questionnaire in 1975. Approximately 1500 48-item self-administered questionnaires were mailed out to respondents. Approximately 825 usable questionnaires were returned. The purpose of the follow-up questionnaire was to determine changes in the respondents' lives, and their subsequent effects. The follow-up questionnaire tapped the same issues as the original 1975 questionnaire and consisted largely of identical items.

All computer-accessible data are available.

I. Methods
A (lg surv, long); B (obj att, inc); C (50's, older); D ('70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (phys hlth); E (lif sat, job sat, self est, pers val); F (none); G (aging, leis, socnet)

*These resources are currently available at, or through, the Center, and are reasonably well-documented by the staff.

Barnett, Rosalind. Vocational Planning of College Student Women: A Psycho-Social Study, 1963, A069.

These data were collected in order to study the vocational planning of senior college women. Two hundred and seventy (270) Radcliffe College seniors, class of 1963, who were unmarried American citizens, were mailed a questionnaire packet. A total of 182 usable questionnaires were completed and returned. Of these, 108 subjects were each placed in one of three vocational planning patterns: Internalizer, Identifier, and Complier.

The research instruments included a questionnaire designed to assess background information, vocational plans, parental reactions to vocational plans, and marriage expectations. In addition to this questionnaire, three instruments were used: (1) three scales from the California Psychological Inventory; (2) the Gough Adjective Check-list; and (3) the Matthew's Scale -- a 33 item Likert-type scale to assess attitudes toward marriage and toward women and work. A brief follow-up questionnaire was distributed during May, 1963, to determine any changes in vocational plans. All of the subjects in the sample returned the follow-up questionnaire.

Thirty-five women were selected from each of the three vocational planning patterns to be interviewed during Spring Recess of the senior year. The purpose of the interview was to gather data relating to relationships with family, faculty and peers, personal goals, and chosen field.

All raw data and computer-accessible data (on cards) are available.

I. Methods
A (long); B (open q, int, obj persy, obj att); C (coll); D ('60's); E (fem, wh, mid)

II. Content
A (car plns, car asp); B (des fam); C (lev ed, conc, ed asp); D (none); E (none); F (att wk, att fam); G (decis, help, sexrolsoc, socnet)

Berger, Alan. Effects of College on Behavior and Expectations During College, 1970-71, A015.

The purpose of this study was to determine the effects of the college experiment on subjects' expectations and behavior.

A random sample of 1739 freshmen of the entering class of 1970 at the University of Illinois were mailed initial questionnaires during the summer prior to their entrance at the University. This lengthy questionnaire, consisting of pre-coded items, solicited such information as family background, high school experiences, daily activities, academic interests, career plans, self-perceptions, expectations, college life plans, and attitudes toward a variety of social and political issues, such as integration, sex-roles, sexual behavior and crime control. A total of 768 males and 557 females completed and returned the questionnaire in this first wave of data collection.

In the fall of 1970, shortly after school began, all of the subjects who had responded to the initial questionnaire were sent a follow-up questionnaire. A total of 578 men and 448 women participated in the second wave of the study. This questionnaire consisted largely of the same questions in the first wave questionnaire, including those concerning daily activities, academic interests, career plans and self perceptions. Several scales regarding sexual activities and attitudes towards sex were included.

In the spring of 1971, at the end of the freshman year, those who had participated in both the first and second waves were sent a third questionnaire soliciting largely the same information as the previous two waves. A few questions regarding attitudes toward college and college students in general were asked in the first and third waves. A total of 871 subjects (472 men and 399 women) completed questionnaires from all three waves.

Only computer-accessible data are available.

I. Methods
A (long); B (obj persy, obj att); C (coll); D ('70's);
E (mal, fem, wh, mid,wk)

II. Content
A (car plns, car asp); B (pres fam); C (lev ed, conc, ed asp);
D (none); E (life sat, pers val, self est); F (att ach, att sex,
att sexrol); G (leis, pol, sex, sexrolsoc)

Birnbaum, Judith. Life Patterns of Educated Adult Women, 1969-70, A001.

This study was undertaken to determine the differences among homemakers, married professionals, and single professionals, in terms of home background, recollections of their girlhood personalities, current life experiences, life styles, personalities, and self-esteem.

The data were collected during 1969 and 1970. The sample consisted of 81 intellectually gifted women, including 29 homemakers, 25 married professionals with children, and 27 single professionals. The homemakers were women who had graduated with distinction from a high-ranking, large midwestern state university between 1945 and 1955. Both groups of professional women were on the faculty of the university the homemakers had attended.

The data collection instrument was a 41-page self-administered questionnaire which was mailed to the subjects. It included nine projective cues as well as numerous pre-coded and open-ended items which dealt with the following topics: early experiences, activities, attitudes, values, occupation, job satisfaction and difficulties, perceived future life satisfactions, and the effects of marriage, children, career, and menopause on a woman's life.

All computer-accessible and raw data are available.

I. Methods
A (sm surv); B (open q, proj); C (mix); D ('70's); E (fem, wh, mid)

II. Content
A (pres wk, car plns, car asp); B (pres fam, chi car, div lab); C (conc, lev ed); D (phys hlth, ment hlth, mens); E (lif sat, mar sat, job sat, self est, pers val); F (att wk, att fam, att sex, att sexrol); G (leis, role con, sexrolsoc, socnet)

Burrell, Barbara. Attitudes of Participants at the Iowa Women's Political Caucus, 1973, A508.

This study was designed to obtain a profile of women who are active in a movement generating social change through the advocation of political equality. The subjects were participants at the first state convention of the Iowa Women's Political Caucus held in September, 1973. Five hundred ninety-eight attendees at the Caucus were handed the brief, two-page questionnaire when they entered the room. By the end of the two-day caucus, 405 had been returned, almost all from women.

The questionnaire included pre-coded items on political activity, background, age, income, and occupation. In addition, there were open-ended questions on goals, women as political participants and scales on importance of policy issues and agreement with policy positions.

All computer-accessible and raw data are available.

I. Methods
A (sm surv); B (open q, obj att); C (mix); D ('70's); E (fem, bl, wh, mid)

II. Content
A (pres wk, car asp); B (none); C (lev ed); D (none); E (none); F (none); G (pol)

Campbell, Angus, Converse, Philip, and Rodgers, Willard.
The Quality of American Life, 1971, A085.

The survey was designed to measure respondents' perceptions of their socio-psychological condition, their needs and expectations from life, and the degree to which these needs are satisfied.

Data for the study were obtained through personal interviews with 2164 persons during 1971. The sample was drawn from the population of persons 18 years and over living in households within coterminous United States. The sample design was that used by the Survey Research Center to select national probability samples of dwellings.

The interview examined numerous facets of the respondent's life including: neighborhood and community characteristics, community participation, satisfaction with community, opinions on current living conditions in the United States, educational and employment histories, satisfaction with education and work experiences, and participation in and enjoyment derived from leisure activities. Background information about the respondent was provided by a series of directed questions supplemented by interviewer observations. Personal data reported includes: age, sex, birthplace, family history, parental educational and occupational levels, family income, and level of participation in the military.

Only computer-accessible data are available. They are accessed via the Government Data Center at Harvard. Our Center staff can facilitate this access.

I. Methods
A (lg surv); B (inc); C (mix); D ('70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (phys hlth, ment hlth); E (lif sat, job sat, mar sat, pers val); F (att wk, att fam, att mar, self est); G (prof, leis, socnet, pol, aging)

Duncan, G. and Morgan, J.N. A Panel Study of Income Dynamics, Wave I-IX, 1976, A514.

A Panel Study of Income Dynamics is a panel study begun in 1968 and continuing annually, surveying a nationally representative sample of heads of households, assessing primarily their employment, earnings, and expenditures. In 1976 the Survey Research Center at the Institute for Social Research at the University of Michigan undertook the task of interviewing predominantly via telephone 5862 "heads" of families and 3482 wives. This was the first and only year that it was financially possible to include assessment of wives.

In the 1976 interview year, both husbands and wives were asked questions concerning employment. Work history was investigated to determine the effect on earnings and job status of interruptions in employment lasting a year or more, and both wives and new "heads" were asked for a great deal of background information. The 1975 questions on housing satisfaction and the series of questions on personal efficacy and planning were dropped from the head's questionnaire which retained, for the sake of continuity, wife's occupation, and her 1975 earnings.

Questions unique to the wife's interview covered: her hours spent on housework and child care, child care arrangements made by working parents, the number of children she raised, her patterns of work before and after the children's births, her future working plans, the number of children she expected to have in all, how much education she expected children to have, what husband thought about having (more) children and about his wife working. Finally, wives were asked the six questions which constituted the heads' 1968-1972 efficacy and planning indexes.

The Data Center has access to all computer-accessible data from the nine waves of the Panel Study of Income Dynamics through the office of Harvard Sociology Professor Lee Rainwater. Our Center staff can facilitate access to the data.

I. Methods
A (long, lg surv); B (inc); C (mix); D ('60's, '70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk, car plns, reent wk); B (pres fam, des fam, chi car, div lab); C (lev ed); D (phys hlth, ment hlth); E (job sat); F (att wk); G (rolecon)

Ginzberg, Eli and Yohalem, Alice. Life Styles of Educated Adult Women, 1961-74, A070.

The major purpose of this longitudinal study was to examine factors that influenced the life-patterns of highly educated women. The study focused primarily on the role of work in the women's lives. Data were collected in two waves, first in 1961 and 1963 and again in 1974.

The first wave of data collection consisted of a mailed questionnaire sent to all women who received graduate fellowships or scholarships in the arts and sciences, as well as some other graduate professional schools at Columbia, between 1945 and 1951. Usable instruments were received from all subjects.

The questionnaire from the first wave focused on the role of work in the lives of the respondents, educational and employment histories, problems combining career and family, present and past activities, satisfactions derived from present life situations, family background, and present home life.

In the second wave questionnaires were sent to all of the original respondents that could be reached. A total of 226 usable questionnaires were returned. This self-administered questionnaire emphasized work-related experiences and the extent to which the women were able to realize their goals. There were both pre-coded and open-ended items concerning employment history, current work schedule, sex discrimination in employment, achievements, educational history, marital status, and children's employment.

All computer-accessible and raw data from both waves are available.

I. Methods
A (sm surv, long); B (open q, inc); C (mix); D ('60's, '70's); E (fem, wh, mid)

II. Content
A (pres wk, reent wk); B (pres fam); C (lev ed, conc, ed asp); D (none); E (life sat, job sat, pers val); F (att wk); G (decis, leis, prof, rolecon, sexrolsoc)

Goodman, Natalie. Career Patterns of the Harvard-Radcliffe Program in Business Administration Alumnae, 1974, A071.

This study was conducted to determine those factors facilitating and/or impeding the career development of women in management.

In November 1974, questionnaires were mailed to the 1114 female students of the Harvard-Radcliffe Program in Business Administration who graduated between 1938 and 1963 (the span of the program's existence) for whom the Alumnae Office had addresses. A total of 828 women completed the questionnaire.

The questionnaire consisted of short-answer and pre-coded questions regarding background and demographic information, employment and volunteer history, salary and other work-related measures family involvement, and the Harvard-Radcliffe Program in Business Administration.

All computer-accessible and raw data are available.

I. Methods
A (sm surv); B (open q, obj att, inc); C (mix); D '70's); E (fem, wh, mid)

II. Content
A (pres wk, past wk, reent wk); B (pres fam); C (lev ed); D (none); E (job sat); F (att wk, att sexrol); G (prof, leis, rolecon)

Gurin, Gerald. Michigan Student Study: Students in a Multiversity, 1962-67, A002.

This longitudinal data set was collected to assess the impact of college experience on students.

Freshmen students entering a large midwestern university in 1962 (N=2207) and 1963 (N=2161), were administered a two-hour questionnaire during the orientation period. Approximately 95% of the two cohort groups answered the questionnaire. The initial freshmen questionnaire consisted of both pre-coded and open-ended items dealing with high school experience, anticipated college success, interests and values, and relationships, both with family and peers.

In the second semester of their freshman year 450 subjects from each cohort group, one-half male and one-half female, were administered a supplemental questionnaire (information on this supplemental questionnaire is not available at the Center). At the end of their senior year (1966 and 1967) these subjects were given a senior questionnaire which included items tapping university experience (including satisfaction with course work and living situation), process of decision-making, relationships with faculty, family and peers, future expectations (including career goals and marital plans, if any), items concerning the issue of career vs. family (male and female perspective), and group membership while at the University.

In addition to the 900 subjects tested again as seniors, 300 new subjects who were seniors in 1967 were also tested, to compensate for attrition of the sample over the four years.

Extensive interviews were also administered to 400 students entering as freshmen in 1962 and 1963 (200 from each group), once in the second semester of their freshman year, and once in the second semester of their senior year. The freshmen and senior questionnaires were administered to these subjects as well. 150 of the 200 subjects in each cohort were chosen randomly; the remaining 50 were chosen on the basis of characteristics thought to be predictive of involvement in a diversity of student groups and subcultures.

Thus, in all, approximately 1600 subjects were selected from these various sources to respond to the senior questionnaire.

All computer-accessible data are available at the Data Center.

I. Methods
A (lg surv, long); B (open q, obj att); C (coll); D ('60's);
E (mal, fem, wh, mid, wk)

II. Content
A (car plns, car asp); B (des fam); C (lev ed, conc, ed asp);
D (none); E (self est, pers val); F (att fam, att ach, att sexrol);
G (decis, leis, pol, sexrolsoc, socnet)

Gurin, G., Veroff, J. and Feld, S. Americans View Their Mental Health, 1957, A077

Veroff, J. and Douvan, E. Replication of Americans View Their Mental Health, 1965, A078.

These studies were conducted to determine the status of mental health in the American adult population and to determine the typical coping styles used to deal with these problems.

The population from which each of these two representative samples was drawn (1957 and 1976) consisted of all United States adults, twenty-one years old or over living in private homes. In both 1957 and 1976, area probability samples were drawn, with the county as the stratification unit. In 1957, 2460 people responded and in 1976, 2300 people responded to interviews conducted by the Survey Research Center, University of Michigan.

The questionnaires focused on various areas of one's life where problems may develop, such as marriage and family, the work situation and general social relationships. Subjects were asked about general satisfaction and satisfaction with their marital and work roles. Questions about health; attitudes about self, work and family; coping styles and methods; and background items were also included. Finally, the interviews contained six TAT picture projective cues. The 1976 replication includes 70 % of the questions asked in 1957.

Computer-accessible data for the 1957 study are available via the Government Data Center at Harvard. Our Center staff can facilitate access to them. Similar arrangements will be made for the 1976 data when the tape is available.

In addition, original TAT protocols (typed) are currently available for both studies at our Center.

I. Methods
A (lg surv, repl); B (proj); C (mix); D ('50's, '70's);
E (mal, fem, bl, wh, mid, wk)

II. Content
A (car asp, pres wk); B (pres fam, chi car); C (lev ed); D (phys hlth, ment hlth, coping); E (lif sat, mar sat, job sat, self est, pers val); F (att wk, att fam); G (leis, help socnet)

Harlan, Anne. Patterns of Managerial Effectiveness and Career Development for Male and Female MBA's, 1976, A072

These data were collected in 1976 to explore the behavioral patterns and antecedents which differentiate successful from less successful managers, and to determine the extent to which these patterns vary by sex.

In May, 1976, questionnaires were sent to the 340 women who had graduated from Harvard Business School's MBA Program during the 16 years women had been enrolled and to a random sample of 938 male MBA's stratified by year of degree and age from those years (1960-1975). A total of 185 women and 500 men completed the questionnaire.

The data collection instrument was a 10-page self-administered questionnaire consisting of both pre-coded and open-ended questions on demographics, background education, work history, job transitions, objective measures of success, attitudinal measures, life style and marriage.

All computer-accessible data, and xeroxes of open-ended questionnaire data, are available.

I. Methods
A (sm surv); B (open q, obj att, inc); C (mix); D ('70's); E (mal, fem, wh, bl, mid)

II. Content
A (pres wk, car plns, car asp); B (pres fam, div lab); C (lev ed, conc); D (none); E (job sat); F (att wk, att fam, att ach, att sexrol); G (prof, decis, sexrolsoc, socnet, rolecon)

Hoffman, Lois. Fear of Success in Undergraduates: A Replication of Horner's Study, 1971, A076.

These data were collected in order partially to replicate Matine Horner's (1968) original study of fear of success in college students. The major purposes of the study were: (1) to investigate what aspects of the anticipation of success produce anxiety in women and (2) to see whether during the six years between the gathering of Horner's and Hoffman's data, there had been a change in achievement orientations, particularly in the motive to avoid success.

The subjects, 141 female and 101 male undergraduates, were recruited from Introductory Psychology courses offered in the fall of 1971 at a large midwestern university. Questionnaires were administered to the participants in two separate evening sessions. The instruments included six projective story cues, a test to measure achievement anxiety, some sentence completions, and a forced choice questionnaire designed to examine attitudes about sex roles and women's achievements. The questionnaire also included items on background, career, and marriage expectations.

The Center has computer-accessible data and all completed raw instruments.

I. Methods
A (sm surv, exp); B (open q, proj, obj persy, obj att, cog, perf); C (coll); D ('70's); E (mal, fem, wh, mid)

II. Content
A (car plns, car asp); B (des fam); C lev ed, conc, ed asp); D (none); E (pers val); F (attach, att fam, att sexrol); G (sexrolsoc)

Hoffman, Lois. Michigan Follow-up of Horner's Original Study, 1974, A014.

This study was a follow-up of the subjects in the original study of fear of success conducted by Matina Horner in 1965 with 88 men and 89 women, most of whom were freshmen when tested by Horner. Specifically, Hoffman examined whether fear of success and n Achievement scores changed over time in this sample, and also whether the degree to which the original 1965 fear of success scores predicted subsequent behavior, such as marriage, motherhood, career, pursuit of further education, etc.

The original men and women who participated in the 1965 Horner study were recontacted by letter and asked to participate in the follow-up study. Questionnaires were then mailed to all 177 subjects: a total of 72 men and 86 women returned questionnaires.

The research instrument consisted of six projective story cues and a lengthy questionnaire. The questionnaire contained both open-ended and pre-coded questions about life events since 1965, including demographic information, education and work histories, family background, and family status. Subjects also answered questions about their attitudes toward work, marriage, childbearing, sex-roles, and the external events which they felt had affected their attitudes.

All computer-accessible and raw data are available.

I. Methods
A (long); B (open q, proj); C (20's); D ('70's); E (mal, fem, wh, mid)

II. Content
A (pres wk, car asp); B (pres fam, des fam); C (lev ed, ed asp, conc); D (none) E (pers val, life sat, mar sat, self est); F (att wk, att fam, att ach, att sexrol); G (decis, leis, rolecon, sexrolsoc)

Horner, Matina. Sex Differences in College Students in Achievement Motivation and Performance in Competitive and Non-competitive Situations, 1965, A075.

This study was conducted to determine if the motive to avoid success was one factor responsible for the unresolved sex differences in previous research on achievement motivation.

The sample consisted of 90 women and 88 men, who were students in Introductory Psychology (largely freshmen) at the University of Michigan in the winter of 1965. In two evening group sessions subjects were administered six verbal projective cues, the Alpert-Haber (1960) Achievement Anxiety Test and three timed tests entitled "Ability Indices." The latter included one half of the Lowell (1952) scrambled words test, a series of solvable and non-solvable line puzzles, and an arithmetic puzzle.

In the second test period, subjects were randomly assigned to one of three performance conditions: the non-competitive (NC); the mixed sex competitive (MF and FM); and the same sex competitive (MM and FF). The instruments administered during the second testing session included a level of aspiration or risk preference task, three performance measures, and a personal questionnaire.

All existing raw data and computer-accessible data are available.

I. Methods
A (exp); B (proj, obj persy, obj att, coo, perf); C (coll); D ('60's); E (mal, fem, wh, mid)

II. Content
A (car plns, car asp); B (none); C (lev ed, conc, ed asp); D (none); E (none); F (att ach); G (none)

Kelly, E. Lowell. Personality, Marital Compatibility and Married Life: A Twenty-year Longitudinal Study, 1935-1955, A431.

This study was designed as a seven-year longitudinal investigation of marital compatibility and other aspects of married life (such as fertility). Follow-up data collection was conducted almost twenty years after the initial contact (1954-55) providing data spanning the period from young adulthood to middle age relevant to issues regarding the consistency of adult personality in general. A second follow-up is currently underway (1979); the Data Center will also acquire this data upon completion of the study.

Between 1935-38, three hundred engaged couples volunteered to respond to an extensive battery of tests and measures, both physiological and psychological. Subjects agreed to notify the investigator of their marriage, or of the broken engagement. Follow-ups were conducted of those couples who did subsequently marry each year commencing with the first anniversary. All data collection was suspended in 1941 and did not resume until 1954-55.

In 1954-55, 446 of the original 600 subjects participated in the second wave of data collection by returning the follow-up battery of questionnaires that they received by mail.

The data consist primarily of scores on standardized psychological measures (Otis Self-Administering Test of Mental Ability, the Allport-Vernon Scale of Values, the Bernreuter Personality Inventory, the Bell Adjustment Inventory, Strong's Vocational Interest Inventory, Remmer's Generalized Attitude Scales, a 36-trait graphic Personality Rating Scale developed for this study, and -- in the 1954-55 follow-up -- a version of Osgood's Semantic Differential). In addition, the questionnaires used at the time of the original data collection and in the twenty-year follow-up included items concerning the education, occupation, income, birth order, childhood family life, physical and mental health, child-rearing practices, sex education and experience and so on of the respondent, and solicited his/her opinion on the importance of various factors for a successful marriage.

Information was also collected concerning the respondent's general physical health and specific health problems (including menstrual discomfort, common colds, headaches, stomach ulcers, and so on).

Kelly, E. Lowell. Personality, Marital Compatibility and Married Life: A Twenty-year Longitudinal Study, 1935-1955, A431.

continued

Annual follow-ups were conducted from 1935-1941. The annual follow-up questionnaire consisted primarily of items designed to assess the current overall level of satisfaction of each partner with the marriage, and the particular issues and conditions that contributed to that level of happiness.

The Center has the pre-coded data from all questionnaires and standardized psychological measures administered at the time of the initial data collection (1935-38) and at the time of the long-term follow-up (1954-55). These data are available on both punched cards and magnetic tape. The Center is in the process of acquiring copies of the responses to the open-ended questions included in the questionnaires administered at Time 1 and Time 2. Approximately 10% of the subjects provided such material.

The Center does not have any of the data collected during the annual follow-up period that began with the first anniversary of those engaged couples who did subsequently marry and continued until the project was suspended in 1941.

The Center is in the process of negotiating for the results of the voluntary gynecological examination (which includes menstrual history). It is anticipated that these data will be obtained, but users should note that this examination was strictly voluntary and therefore the data will not be available for every female.

I. Methods
A (long, lg surv); B (open q, obj persy, obj att, cog, inc); C (20's to 40's); D ('30's to '50's); E (mal, fem, wh, mid)

II. Content
A (pres wk); B (pres fam, chi car, div lab); C (lev ed); D (phys hlth, ment hlth, mens); E (lif sat, mar sat, job sat, self est, pers val); F (att wk, att fam, att sex, att ach); G (sex, help, leis, socnet)

Kilson, Marion. After the Institute: Fellows' Accomplishments and Assessments, 1977, A502.

This study was designed to describe the accomplishments of former Radcliffe Institute Fellows and to assess the role of the Institute affiliation in their careers.

The subjects consisted of 181 women, representative of each Institute year and each program, who had been Fellows during the years 1961-62 through 1976-77. In November, 1977, questionnaires were sent to 443 women who were former members of the Institute and were no longer in residence. One hundred ninety-five instruments were returned, of which 181 were released by the subjects for inclusion in the Center data bank.

The brief four-page questionnaire included open-ended items on occupation and professional accomplishments, career influences, attitudes about combining and allocating time between family and career, and brief pre-coded questions on marital status and children. In addition, questions were asked about the role of the Institute in affecting career development, especially in comparison with men in similar fields.

Only raw data are available.

I. Methods
A (sm surv); B (open q); C (mix); D ('70's); E (fem, wh, mid)

II. Content
A (pres wk); B (pres fam); C (lev ed, conc); D (none); E (none); F (none); G (prof, rolecon)

Lipman-Blumen, Jean. Self-Concept and Educational Aspirations of Married Women College Graduates, 1966-68, A535.

This study investigates the factors related to the educational aspirations of college-educated women who were themselves, or who were married to, Harvard graduate students.

During the spring of 1966, an exploratory study designed to assess the problem areas of greatest relevance to married couples in which one or both were engaged in graduate studies, was carried out in the Cambridge, Massachusetts area. Approximately 25 women were interviewed. The analysis of the exploratory interviews yielded an initial self-administered questionnaire.

In May,1967, a revised pilot questionnaire was mailed to a stratified sample of graduate students' wives (N=130) and married women graduate students (N=39) at Harvard. The purpose of the pre-test questionnaire was to provide an evaluation of the questionnaire, both in terms of individual items and the instrument as a whole. The final questionnaire was derived from an analysis of the responses to the pre-test questionnaires.

At the end of January, 1968, a final questionaire was mailed to 2393 Harvard graduate students' wives and 355 married women enrolled as graduate students at Harvard University. The return rates were 65% for the wives of graduate students, and 79% for the married women graduate students.

The 52-page Life-Plans Questionnaire consisted of 150 questions, most of which are close-ended. The questionnaire assessed educational aspiration, self-esteem, female role ideology, generalized conception of academic ability, and self-assessment of graduate school potential, recalled perceptions of adolescent family relations, high school teachers, high school peers', college instructors' and college peers' evaluation of respondent's academic ability, competence and satisfaction in three major role areas: wife,housekeeper and maternal, orientation to mode of achievement satisfaction, socio-economic status and occupation, maternal employment, adolescent loneliness, stability of self-concept, and college experience.

All raw data and computer-accessible data are available at the Data Center.

I. Methods
A (sm surv); B (obj persy, obj att, inc); C (mix); D ('60's); E (fem, wh, mid)

II. Content
A (pres wok, car plns, car asp); B (pres fam, des fam, chi car); C (lev ed, conc, ed asp, reent ed); D (none); E (lif sat, mar sat, job sat, self est, pers val); F (att wk, att fam, att sexrol); G (rolecon, sexrolsoc)

McClelland, David C. Follow-up of Patterns of Childrearing Subjects, 1957-78, A046.

Of the 121 individuals whose parents had participated in the Sears, Maccoby and Levin (1957) Patterns of Childrearing study, 118 (58 females and 60 males) were re-interviewed and re-tested in 1978. Forty of these subjects were from the original working class sample, and 78 from the middle class sample. At the time of their parents' participation in the original study of childrearing (1952), the subjects were five years of age. All subjects were thirty and thirty-one years old at the time of the present study, and all were living in the New England area.

All participants were interviewed in person and responded to questions about their general life history, educational attainment and occupational status. A variety of other background and demographic characteristics were explored, including such issues as parent's occupation, spouse's occupation, sibling configuration, religious orientation, hobbies and interests. Respondents were also asked about the most important qualities or lessons which they wished to teach their children, the problems of childrearing, about the major influences on their life other than their parents, and their opinions on certain current social issues, such as gay rights.

Some subjects also responded to a number of paper and pencil instruments: the Rokeach Value Survey, six TAT picture cues, Rest's Defining Issues Test, Gough's Adjective Check List, Rosenthal's Auditory PONS, and a questionnaire containing a compendium of questions borrowed from need for approval, locus of control, and just world tests, as well as a large number of demographic questions. Seventy-eight of the 118 subjects interviewed also completed these paper and pencil instruments.

The Center has the transcripts of the interviews and copies of the TAT protocols. The paper and pencil instruments themselves are also held in the Center archive; the data provided by these measures has been coded and will eventually be available on punched cards, and on a computer tape.

I. Methods
A (long); B (open q, int, proj, obj persy, obj att, cog, inc); C (30's); D ('50's,'70's); E (mal, fem, wh, mid, wk)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (none); E (pers val); F (att sex); G (pol, sexrolsoc)

Miller, Warren E. and Douvan, E. The 1972 Convention Delegate Study: Women in Politics, 1972, A252.

These data were collected in order to study the changing role of women in politics in the context of a national presidential nominating convention. This study focuses on women in politics as well as the politics of national conventions.

Two approaches were used to obtain information on a wide variety of topics. A questionnaire was mailed to all 1972 national convention delegates prior to their party's convention. The overall response rate was 58%. The second instrument was a personal interview of a probability sample of delegates from both parties administered after the party conventions. A total of 1,336 respondents were interviewed. A check of demographic indicators, measures of candidate preference, and political orientation showed few differences between the mailed questionnaire sample and the interview sample.

The mailed questionnaire consisted entirely of pre-coded items focusing on the political life histories of the delegates, their political ambitions, attitudes towards candidates, issues, and groups in society and at the convention. In addition, there were also questions on personal background, including marriage, education, parents, religion, employment, and geographic location. The personal interview built on the pre-convention instrument and examined issues germane to the actual convention setting and issues underlying women's political activity.

All available data are in computer-accessible form. They may be accessed via the Government Data Center at Harvard. Our Center staff can facilitate this access.

I. Methods
A (lg surv); B (obj persy, obj att, inc); C (mix); D ('70's);
E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk, car asp); B (pres fam); C (lev ed); D (none);
E (pers val); F (none); G (pol)

Miller, Warren E. and Miller, Arthur H. The 1976 American National Election Study, 1976, A085.

The primary objective of this study was to examine the attitudes and voting patterns of a cross-section of American citizens.

The 1976 Election Study was designed to produce both a representative cross-section sample of United States adult citizens and to complete a three-wave (1972-1974-1976) panel study. The sample for this election study was a combination of three overlapping samples, each one derived from the initial Center for Political Studies (University of Michigan) 1972 Election Study sample frame. Respondents were interviewed both before and after the 1976 election. The pre-election questionnaire was administered to 2248 respondents and the post-election questionnaire was administered to 1909 respondents.

The interviews focused primarily on the respondents' interest in the campaign, concern for the election outcome, and evaluation of the candidates as well as their voting behavior. The respondents' party identification and voting history, information about the respondents' early political socialization and evaluation of the political parties and their assessment of major problems facing the country were also obtained. A series of questions explored the degree of respondents' trust in government, and their evaluations of government responsiveness. The study also contained specific inquiries into the impact of the mass media. Other series of questions dealt with non-political issues including perception of respondent's financial condition and business and economic conditions in the nation. Finally, respondents were asked personal questions in an attempt to measure personal self-esteem, trust, and quality of life.

Both computer-accessible data and codebooks are available via the Government Data Center for Election Surveys from 1948-1976. Our Center staff can facilitate access to these data.

I. Methods
A (lg surv, x-sect); B (inc); C (mix); D ('70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (none); E (lif sat, pers val, mar sat, self est); F (att sexrol); G (pol)

National Opinion Research Center (NORC). General Social Surveys, 1972-76, A086.

This is a series of studies conducted yearly 1972-1976. A national sample of approximately 1500 men and women was drawn each year. Basic demographic data were collected each year. In addition, specific issues such as changes in behavior related to the respondent's life-cycle, social control, morale, social mobility, quality of work, life satisfaction, and attitudes about women's roles were explored in some years and not in others. In 1976, one of the major objectives was the replication of questions that had appeared in previous national surveys between 1945 and 1975.

The individuals interviewed were a representative cross-section of the total population of the United States, 18 years of age or older living in non-institutional arrangements. This study used a multi-stage modified probability with quotas at the block level and a full probability model with predesignated respondents.

Aside from standard personal data items, the 1976 survey covered such areas of interest as the family, socio-economic status, social mobility, social control, race relations, and morale. Background information including ethnic and religious backgrounds, level of parental education, and parental employment history was obtained. About two-thirds of the questionnaire probed for attitudes and opinions on such issues as abortion, social control, death penalty, gun control, violence, marijuana, court decisions, and racial interaction.

Only computer-accessible data are available. They are accessed via the Government Data Center at Harvard. Our Center staff can facilitate this access.

I. Methods
A (lg surv; x-sect); B (inc); C (mix); D ('70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (phys hlth); E (lif sat, job sat, mar sat, pers val); F (att fam, att sex); G (pol, socnet)

Paige, Karen Erickson. Study of Life Experiences in Married Couples, 1974, A029

This survey attempts to characterize the overall psychological and economic profile of married life.

A total of 61 couples from a middle-class community within the Oakland, California, metropolitan area were interviewed in the summer of 1974. This group was selected to constitute a representative sample of the population of white couples of that region between 30-44 years of age, married at least 5 years, and in which both partners have attained at least one year of high school. In addition, couples selected for the survey fulfilled one of the following sets of conditions: either the couple was (1) childless and both spouses worked at least 20 hours per week; (2) had children living at home and both spouses worked at least 20 hours per week; or (3) had children living at home, but only the husband worked (full-time).

Topics covered in the extensive interview included basic family and demographic information, educational history and attitudes, religious preferences and behavior, occupational history, effects of work on the marriage, the problems and advantages of childrearing, a daily chores and activities inventory, social life and sexual behavior.

Please note that not all of the information collected in the married couples survey is available to users at this time. Those data which are available are indicated by notations in the copy of the interview schedule on file at the Center.

I. Methods
A (sm surv); B (open q, int, obj persy, inc); C (30's, 40's); D ('70's); E (mal, fem, wh, mid, wk)

II. Content
A (pres wk, car plns, car asp, reent wk); B (pres fam, des fam, chi car, div lab); C (lev ed, conc, ed asp, reent ed); D (phys hlth, ment hlth); E (lif sat, mar sat, job sat, self est, pers val); F (att wk, att fam, att sex, att ach, att sexrol); G (leis, socnet, rolecon, sexrolsoc, pol, sex)

Parnes, Herbert S. National Longitudinal Surveys, 1966-75, A510

The National Longitudinal Surveys were begun early in 1965 to examine the labor market experience of four groups in the United States population: men 45 to 59 years of age, women 30 to 44 years of age, and boys and girls 14 to 24. For the two youth cohorts the issues examined revolved around the process of occupational choice. The special issues of middle-aged men concerned skill obsolescence. For the women the issue of concern was re-entry into the labor force by married women who feel that their children no longer require their continuous presence at home.

The two older cohort groups have been surveyed biennially and the younger cohort groups have been surveyed annually. Each of the four cohort groups is represented by a national probability sample of 5,000 individuals. The samples were drawn by the Bureau of the Census from the primary sampling units (PSU's) that had been selected for the experimental Monthly Labor Survey conducted between early 1964 and late 1966. Shrinkage of the sample has been remarkably small.

The Center has access to all computer accessible information from all four cohorts for the years 1966-1975 (older cohorts surveyed biennially 1967-1975, younger cohorts surveyed annually). The data is available through the Institute for Economic Research at Harvard. The codebooks and interview protocols are also available at the Institute. Our Center staff can facilitate users' access to these data.

I. Methods
A (lg surv, x-sect, long); B (obj persy, inc); C (adol, mix); D ('60's, '70's); E (mal, fem, bl, wh, mid wk)

II. Content
A (pres wk, car asp, reent wk); B (des fam, pres fam, chi car); C (lev ed, conc, ed asp, reent ed); D (phys hlth); E (job sat); F (att wk, att sexrol); G (aging, sexrolsoc)

Puryear, Gwendolyn and Mednick, Martha. Achievement Motivation and Attitudes Toward Sex-roles Among Black Female College Students, 1971, A018

The major purposes of this research were (1) to compare fear of success (FOS) imagery in stories written by black women with level of FOS imagery in stories written by white women; (2) to compare FOS incidence in stories told by black women in 1971 with that reported for a similar group in 1968; and (3) to explore the relationship of the career goals of black college women to selected background, attitudinal, and motivational factors.

Three hundred twenty-three (323) black and 81 white senior and sophomore women participated in this research. They were selected from five predominantly black colleges in the south-eastern and middle-Atlantic states. All were paid volunteers.

Tests were administered in group settings at the various campuses. White subjects and black subjects were tested separately by examiners of their own race. Four verbal projective cues were administered to elicit FOS imagery. An additional questionnaire was administered to assess basic demographics, dimensions of career choice, and attitudes towards achievement in women. Also included in some questionnaires were an attachment scale measuring strength of current relationships, and a militancy scale, assessing attitudes towards various aspects of militancy among blacks.

Only raw data are available.

I. Methods
A (sm surv); B (open q, proj, obj att); C (coll); D ('70's); E (fem, bl, wh, mid, wk)

II. Content
A (car plns, car asp); B (des fam); C (lev ed, conc); D (none); E (none); F (att ach, att sexrol); G (decis, pol, sexrolsoc, socnet, rolecon)

Quinn, Robert P., Mangione, T. and Seashore S. Quality of Employment Survey, 1972-73, A082

The purpose of this study was to provide an overview of working conditions in the American labor force. There were 1496 respondents for whom data was obtained through personal interviews. Persons eligible for inclusion in the sample were household members 16 years or older who were employed for pay for at least 20 hours per week. The basic sample design was that customarily used by the Survey Research Center to select national probability samples of dwellings.

The interview included both open-ended and pre-coded items designed to acquire information about the impact of work upon the worker in terms of satisfaction, physical health, and financial well-being. Questions regarding job expectations and job actualities were included to examine each worker's job situation. Questions were also asked regarding desired vs. actual fringe benefits; relationship of respondent to his or her supervisor; important aspects of their job, such as skills, training program, promotions and future goals. Personal information, such as the respondent's perception of self, values, attitudes and general feelings were sought.

Only computer-accessible data are available. They are accessed via the Government Data Center at Harvard. Our Center staff can facilitate this access for users.

I. Methods
A (lg surv); B (inc); C (adol, mix); D ('70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk, car asp); B (pres fam); C (lev ed); D (phys hlth, ment hlth); E (lif sat, job sat, self est, pers val); F (att wk); G (none)

Quinn, R., Seashore, S. and Mangione, T. Survey of Working Conditions, 1969-70, A083.

The purpose of this study was to provide an overview of working conditions in the American labor force. The universe sampled in this study consisted of currently employed workers living in dwellings in the coterminous United States during November and December 1969 and January, 1970. A worker was eligible to be interviewed if he or she was 16 years old or older and was currently employed for pay at least twenty hours per week.

The structured interview schedule contained questions directed at estimating the frequency and type of labor standards problems such as unions, discrimination, physical working conditions, wages, and work schedules. Additionally, many facets of each worker's job situation were examined, including expectations vs. realities of the job, desired vs. actual fringe benefits, relationship of respondent to his or her supervisor, difficulty of the work, and requirements for physical or mental effort. Questions were asked not only about actual job situations, but also about areas affected by the job. Respondent's physical and mental health were explored, as well as other background items including age, sex, race, and education. The interview ended with questions concerning the respondent's overall contentment with his or her job and life in general.

Only computer-accessible data are available. They are accessed via the Government Data Center at Harvard. Our Center staff can facilitate this access for users.

I. Methods
A (lg surv); B (inc); C (adol, mix); D ('60's-'70's); E (mal, fem, bl, wh, mid, wk)

II. Content
A (pres wk, car asp); B (pres fam); C (lev ed); D (phys hlth, ment hlth); E (life sat, job sat, self est); F (att wk); G (help)

Shinn, Marybeth. Coeducation and the Fear of Success and Failure, 1972-73, A081

This study was undertaken to provide evidence confirming the test-retest reliability and construct validity of a new empirically-derived scoring system for fear of success.

The first test session occurred while male and female students were attending separate coordinate secondary schools. The second test session occurred at the end of the first semester, after the merging of the two schools into a coeducational institution. A total of 39 male and 52 female ninth to eleventh grade students completed both sets of instruments.

Fear of success, fear of failure, and verbal performance were assessed at each test session, and students were asked to fill out a brief questionnaire which asked, among other things, how they felt about coeducation. To measure fear of success, subjects were asked to write projective stories to three verbal cues. Fear of failure was measured by the Achievement Anxiety Test, and verbal performance was assessed by two highly correlated pencil tasks taken from Horner (The Generation Anagram and Scrambled Word Task).

Computer-accessible data and the completed questionnaires are available.

I. Methods
A (long); B (open q, proj, obj persy, obj att, cog, perf);
C (adol); D ('70's); E (mal, fem, wh, mid)

II. Content
A (car plns, car asp); B (des fam); C (ed asp); D (none);
E (none); F (att ach, att sexrol); G (sexrolsoc)

Stewart, Abigail J. Longitudinal Study of the Life-Patterns of College-Educated Women, 1960-1976, A007.

This is a longitudinal study of the Class of 1964 at a prestigious women's college in the eastern United States. A major purpose of the study was to determine the effects of personality and situation on the life-outcomes of college-educated women.

In the fall of 1960, TATs were administered to virtually all freshmen (N=244), yielding the initial personality variables. No other data were collected at this time.

In 1974, ten years after graduation, the first follow-up of the Class of 1964 was conducted. A Life-Patterns Questionnaire, containing both open-ended and pre-coded questions, was sent to all members of the initial sample for whom addresses could be obtained from the Alumnae Office (N=210). This questionnaire elicited background information, college experience, activities since graduation, and future aspirations. Responses were obtained from 122 of the original respondents. Later in 1974, telephone interviews were conducted with about half the Ss from College A who had completed and returned the questionnaire. The interviews were structured, but open-ended, and focused on stressful life periods.

In 1976, the second follow-up was conducted; this consisted of an open-ended Recent Activites question, a Recent Life Changes Questionnaire, and a health questionnaire. The questionnaires included pre-coded items regarding health and life-changes during the preceding two years.

All computer-accessible data are available. Available raw data include: TATs for the Class of '64 and open-ended questions for the 1974 and 1976 follow-ups.

I. Methods
A (long); B (open q, int, proj); C (coll, 30's); D ('60's, '70's); E (fem, wh, mid)

II. Content
A (pres wk, car asp, reent wk); B (pres fam); C (lev ed); D (phys hlth, ment hlth, mens, coping); E (lif sat); F (none); G (prof)

Stoper, Emily. Role Strain Among Women in Public Office, 1974, A506

These data were collected in 1974 in order to examine the extent to which role strain exists among women holding public office, specifically the position of state legislator.

In the fall of 1973, questionnaires were sent to a nationwide random sample of 424 of the approximately 7,700 state legislators. Half of the sample were women. The return rate was 50.7%.

The data collection instrument consisted of a six-page, 58-item self-administered questionnaire with 55 forced choice items and 3 short open-ended questions. Variables examined attitudes of legislators and their spouses toward the interactions of family and political roles, attitudes of children to parent's work, time and family commitments, and financial help and moral and physical support of family.

All computer-accessible and raw data are available.

I. Methods

A (sm surv); B (open q, inc); C (mix); D ('70's); E (mal, fem, wh, mid)

II. Content

A (pres wk); B (pres fam, chi car, div lab); C (none); D (none); E (none); F (att wk, att fam, att sexrol); G (help, pol, rolecon, socnet)

Taylor, Suzanne. Attitudes of Superintendents and Board of Education Members in Connecticut Toward the Employment and Effectiveness of Women as Public School Administrators, 1970, A501.

The purpose of this study was to assess the attitudes of Superintendents and Board of Education members toward the employment and effectiveness of women in public school administration

The responding sample consisted of 84 school superintendents and 321 school board members from the State of Connecticut in 1970, a response rate of 64% for superintendents and 25% for board members. The school board respondents represented 101 of the 133 Connecticut school districts.

The mailed questionnaire consisted of the Ringness Attitude Scale and a Background Data Questionnaire. The Ringness Attitude Scale was a 26-item scale which required subjects to indicate the level to which they agreed that women in administrative positions tended to possess various attributes considered favorable to success in school administration (i.e. practicality, flexibility, willingness to give time to work, etc.). The Background Data Questionnaire elicited basic demographic information (i.e. sex, age, marital status, educational history, etc.).

Only computer-accessible data are available at the Data Center.

I. Methods
A (sm surv); B (open q, obj att, inc); C (mix); D ('70's); E (mal, fem, wh, mid)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (none); E (none); F (att sexrol); G (pol)

Trachtenberg, Francine Zorn. The Differential Impact of Academic Environments on Students, 1973-74, A074.

This study was designed to elicit college students' views and perceptions of the academic environment at their respective campuses. The major purposes of the study were: (1) to determine if different collegiate environments were similarly perceived and used by male and female students, and (2) to assess the impact of the collegiate environment on the development of sex-role patterns.

The sample consisted of freshmen and senior students from six Massachusetts colleges. The samples were drawn by randomly selecting names from student rosters from each of the schools. Approximately 2,000 questionnaires were distributed to students at the six participating schools in December, 1973. By the spring of 1974, 819 usable questionnaires had been returned.

The self-administered questionnaire explored factors which affected satisfaction with college and influenced the student's choice of college. It also included items on career and marriage expectations, attitudes, interests, and future plans. Sex-role attitudes were also investigated. In addition, objective data were collected from each of the six schools regarding health, athletic and residential facilities, admissions and financial aid, work grants and employment opportunities, curriculum and instruction, student counseling, and activities. These data have never been analyzed.

Both computer-accessible data and completed questionnaires are housed at the Data Center.

I. Methods

A (lg surv); B (open q, obj att); C (coll); D ('70's); E (mal, fem, bl, wh, mid, wk)

II. Content

A (car plns, car asp); B (des fam); C (lev ed, conc); D (none); E (none); F (att wk, att fam, att ach, att sexrol); G (decis, leis, help, sexrolsoc)

Trachtenberg, Francine Zorn. Student Internship Program, 1973-75, A073

These data were collected in order to assess the expectations for and impact of the Women and Career Options Internship Program funded by the Carnegie Corporation. Female students at six co-educational colleges in Massachusetts were invited to apply for an internship designed to encourage and assist undergraduates to pursue careers in professional fields traditionally dominated by men.

A total of 413 applications were received over the two-year period of the program. Forty internships were awarded each year, 1973-74 and 1974-75. Interns were chosen by a panel of faculty fellows. The 80 participants each supplied a written essay or statement outlining her career goals and choices, a letter of recommendation from a faculty member or former employer, a college course transcript or performance evaluations, and answers to both a mailed questionnaire and a supplemental survey conducted in 1974-75. The self-administered questionnaire explored factors influencing application for the internship, area of interest, the impact of the intern program office on campus, consultation received regarding the internship program, future education and career plans, experiences during the internship and the influence of these experiences on future plans.

All non-confidential raw data and all computer-accessible data are available to users.

I. Methods
A (long, x-sect); B (open q, obj att); C (coll); D ('70's); E (fem, wh, mid, wk)

II. Content
A (car plns, car asp); B (none); C (lev ed, conc, ed asp); D (none); E (none); F (none); G (decis, help, sexrolsoc)

B. Data Sets which have been acquired and are in process of documentation:*

Crandall, Virginia. Young Adulthood Sample of Fels Longitudinal Study, 1939-67, A539.

In 1929, the Fels Research Institute initiated a longitudinal study of the personality development of small children as it emerged over the 20 years after conception. This segment of the Fels sample is limited to those who were 18-26 years of age in 1965-67, and who had relatively complete Fels childhood data files. A total of 65 subjects were recontacted in 1965-67, including 38 men and 27 women.

The Data Center has acquired the childhood, adolescent and young adulthood data on these 65 subjects. Data include scores on personality inventories, behavioral observations, and demographic and physical trait information from all age periods.

In addition, subjects were interviewed during adolescence and young adulthood to examine educational and career aspirations, personality and motivational variables, family and job descriptions, influential people or situations, social activities, self-perception, sex role attitudes, general activities and values.

All computer-accessible data for this "young adulthood sample" are available at the Data Center.

I. Methods
A (long); B (obj persy, obj att, cog); C (kids, adol, coll, 20's); D ('40's, '50's, '60's); E (mal, fem, wh, mid)

II. Content
A (pres wk, car plns, car asp); B (pres fam); C (lev ed, conc, ed asp); D (none); E (job sat, self est, pers val); F (att sexrol); G (leis, sexrolsoc, socnet)

*These resources are housed at the Center but need staff work before access would be convenient. A Determined user, willing to put in extra time to identify the structure of the data, could begin to work with these materials, especially if advance notice were given.

Douglas, William. Ministers' Wives, 1961-62, A011.

The study of ministers' wives was conducted in order to understand the varying psychological situations of women married to Protestant ministers, and to examine variables affecting wives' involvement in their husbands' vocation and their own personal satisfaction and fulfillment as women, wives and mothers.

A 70-item self-administered questionnaire was mailed in April, 1961, to 7,975 ministers' wives, a one in twenty cross section of the population from 37 Protestant denominations. Responses were received from 4,777 women by September, 1961. This questionnaire consisted completely of pre-coded items asking about present church and community activities of husband and wife, demographic and geographic information, financial information, husband and wife satisfaction and attitudes about social obligations.

In the summer of 1961, 879 questionnaires were sent to a 10% random sample of those subjects who had completed the initial questionnaire, as well as two subsamples of special interest: 200 "frustrated" and 200 "employed" respondents. This mostly open-ended instrument had sections on feelings, home and family, personal growth and fulfillment, values, mental description and effects of employment. By winter, 623 of these second wave questionnaires had been returned.

As a further check on some of the basic variables and to examine wives' perspectives vs. husbands', a final open-ended questionnaire dealing with roles and relationships was prepared. This had parallel forms for husbands and wives, each containing questions on values and goals, self and mate description, pressure points, etc. Both a husband and wife form was sent to each respondent from Wave II. The response rate was 67% for a total of 419 couples.

I. Methods
A (lg survey, long); B (open q, obj att, inc); C (mix);
D ('60's); E (mal, fem, wh, mid)

II. Content
A (pres wk); B (pres fam, div lab); C (lev ed); D (coping);
E (lif sat, mar sat, pers val); F (att wk, att fam, att ach);
G (help, rolecon, socnet)

Horner, Matina. Success Avoidant Motivation and Behavior: Its Developmental Correlates and Situational Determinants, 1972, A030

The purpose of this study was to develop an empirically-derived scoring system of success avoidant motivation and validate it by observing its behavioral correlates and situational determinants.

The sample consisted of 105 women and 106 men, who were students in an introductory psychology class at the University of New Hampshire in the fall of 1972. In an initial session, two large groups, separated by an hour, were administered five verbal cues, as well as the Lowell Scrambled Word test, the Test of Perception of Traits in Others and a basic questionnaire.

One month after the first session the second session was held with individuals randomly assigned to groups. The "aroused" group paired a male and female subject with comparable verbal skills judged by their performance on the Scrambled Word test. The females in this condition were always "winners" in order to arouse success avoidant motives in the female subjects. Performance tasks, the Hand Test, a second set of five verbal cues, the Anagram Task and a General Information Questionnaire were all given to all subjects.

In the "non-arousal" group, subjects were not paired in order not to generate feelings of competition. They were given a booklet only labelled "Arithmetic Problems," with no performance feedback as well as the other tests. A "cooperative" group, whose tests results were not analyzed were given verbal instructions to induce a cooperative set, and then the same measures.

All existing raw data and computer-accessible data are available at the Data Center, but have not been fully documented yet.

I. Methods
A (exp); B (open q, proj, obj persy, cog, perf); C (coll);
D ('70's); E (mal, fem, wh, mid)

II. Content
A (car plns,); B (des fam); C (lev ed, conc, ed asp); D (none);
E (none); F (att ach); G (decis, sexrolsoc)

Lowenthal, Marjorie Fiske, Thurnher, Majda, Chiriboga, David. Longitudinal Study of Transitions in Four Stages of Life, 1968, A169.

This is a longitudinal study of adults' adaptation to changes that occur in normal adult life. The sample was 216 residents in the same geographical area of a large metropolitan city; it was selected to be as homogeneous and representative of middle and lower middle class populations as possible. Subjects were 107 males and 109 females at four life stages: high school seniors; newlyweds; middle-aged parents; older group about to retire.

The first phase of the study consisted of a series of interviews, usually divided into three sessions and lasting a total of about 8 1/2 hours. The interview schedule, including both pre-coded and open-ended items, solicited the following information: demographic and socio-structural data (ethnic identity, religious affiliation, education, economic and occupational status, work history, geographic mobility, family history); health data (emotional and physical health history of subject and subject's immediate family and 42-item Symptoms Check-List); behavioral data (patterns of and problems and satisfaction with daily, weekly, yearly activites and 33-item Check-List of Activities); goals and values (determinants of goal choice, perceived supports and hindrances to goal attainment and implementation of goals and outcomes, and 7-item value card sort); family, social networks and social perceptions data (relationship with family members, dating experiences, attitudes toward sex and sexual experiences, friendship patterns, organizational memberships and patterns, and perceptions of neighborhood, social groups, local and national problems and issues); evaluation of life data (events and transitions such as experience with death and coping with loss, anticipated future events and changes, perceptions of best and worst period of life, plus a Life Evaluation Chart rating each year, past and future, on 9-point scale of satisfaction/dissatisfaction)and a number of structured tests and tasks.

Subjects were followed up 18 months, 5 years, and 7 years after the initial data collection. The follow-ups repeated many of the questions from the initial study, and included additional questions to help assess changes over time.

The Data Center has acquired all computer-accessible data for all female subjects.

I. Methods
A (x-sect, long); B (obj, persy, obj att, cog, perf, inc); C (adol, 20's, 40's, older); D ('70's); E (fem, wh, mid, wk)

II. Content
A (pres wk, car asp); B (pres fam); C (lev ed, ed asp); D (phys hlth, ment hlth, mens, coping); E (lif sat, mar sat, job sat, pers val); F (att sex); G (aging, bereav, help, leis, pol, sex, socnet)

Tangri, Sandra. A Longitudinal Study of Career Development in College-Educated Women, 1967-71, A009.

This study was designed to discover what background, personality, or college experience characteristics distinguished those women who aspire to enter occupations dominated by men from those women who choose careers in which women are well represented or dominant. A sub-sample of 200 women seniors were chosen from the approximately 350 women who were tested as freshmen in 1963 in the Study of Students in a Multiversity (Gurin, 1971) on the basis of their response to a question about their choice of occupation in their senior year (1967) questionnaires. All of the women were classified as Role-Innovators (occupations with fewer than 30% women in them), Moderates (occupations with 30% to 50% women in them), or Traditionals (occupations with more than 50% women). The final sample of 200 consisted of approximately one third role innovators, one-third moderates, and one-third traditionals.

An extensive questionnaire was then administered to these students. In addition, 118 of the 200 women agreed to take additional projective tests to measure some personality variables that were anticipated to be of particular relevance to a study of occupational choice among college women.

The major areas investigated by the questionnaire included: (1) the educational and occupational achievement of the respondent's parents, and the characteristics of the subject's childhood family life in general; (2) college experiences, including interaction with faculty members, and involvement in extracurricular activities; (3) the interests, attitudes and belief of the respondent; and (4) the respondent's desires and expectations regarding her future life work.

The projective personality testing consisted of four verbal leads or cues which were scored for nAchievement and Motive to Avoid Success.

In 1970, three years after graduation, 152 of the initial sample of 200 women were relocated for further data collection. These were about equally distributed among the three groups. Again, the participants responded to an in-depth interview schedule (or questionnaire, if not available for an in-person interview). The interview/questionnaire concentrated on the respondent's educational and occupational experience and expectations since graduation from college, and also attempted to characterize the subject's current family circumstances (whether married, with children, and so on). The interview also explored the relationship between family responsibilities and career and/or educational development.

Tangri, Sandra. A Longitudinal Study of Career Development in College-Educated Women, 1967-71, A009.

continued

A computer-accessible tape is available for both periods of data collection, as well as the completed questionnaires from the 1970 collection and the projective stories from the 1967 collection.

I. Methods
A (long); B (open q, int, proj, obj att, obj persy, inc); C (coll, 20's); D ('60's); E (fem, wh, mid)

II. Content
A (pres wk, car plns, car asp, reent wk); B (pres fam, des fam, chi car, div lab); C (lev ed, reent ed, conc, ed asp); D (none); E (job sat, mar sat, self est, pers val); F (att wk, att fam, att ach, att sex, att sexrol); G (decis, rolecon, help, pol, sexrolsoc)

Wilton, Nancy. Early Lives of Female Visual Artists, 1978, A517.

This study examined the early development and family backgrounds of two groups of female visual artists: (1) those who have attained considerable success and recognition as professional artists, and (2) those who also consider themsleves to be professional artists but who have obtained less recognition for their work in art.

Thirty women between the ages of 25 and 35 who considered themselves to be professional sculptors, graphic artists, metalsmiths, ceramists and photographers were recruited from a well-known artist's union and the advanced art classes in the continuing education division of a recognized professional art school in a large eastern seacoast city. Specified "external" criteria were used to differentiate a "more successful" from a "less successful" group within this sample of women visual artists.

Data were collected in a personal interview session with each subject by means of (1) a personal data questionnaire, which included typical background and demographic items; (2) an in-depth interview which included sections concerning recollections of childhodd activities and interests, parents' childrearing techniques, and the subject's present life situation; (3) the Kinetic-Family-Drawing projective drawing technique; and (4) the TAT, consisting of five pictures specifically selected for their portrayal of women in several different social and work related situations.

The Center currently has copies of the TAT protocols, and anticipates acquiring transcripts of the interviews and copies of the Kinetic-Family-Drawings in the near future. All coded data is also available on punched cards; a copy of the data deck including a variable description program is held by the Center. The data have not yet been fully documented or checked.

I. Methods
A (sm surv); B (open q, int, proj); C (20's, 30's); D ('70's); E (fem, wh, mid)

II. Content
A (pres wk, car plns, car asp); B (pres fam, chi car, div lab); C (lev ed); D (none) E (none) F (att fam); G (sexrolsoc, prof, socnet)

C. Data sets for which acquisition is in progress:*

Bailey, Susan. Factors Influencing Concentration Choices of Mathematically Talented Undergraduates, 1978- A530.

The purpose of this study is to gather information on factors which affect the concentration choices and career plans of a selected sample of Harvard and Radcliffe undergraduates. In particular, the principal investigator is interested in determining those factors that differentially affect major study and career choices among men and women with very high mathematical aptitude. The study is longitudinal in design; plans are underway to follow students from freshman through senior year.

Students selected to be included in this study scored above 700 on the Mathematical SAT (N=300). Questionnaires were sent to eligible students in August, 1978. These surveys elicited information on reasons for choosing Harvard or Radcliffe colleges, expectations about the upcoming college experience, expected concentration and overall grade-point average, preferred occupation, factors important in choosing one's occupation, expectations about attending graduate and/or professional school, educational background and preferred courses, and descriptions of best friend and an experience most like college. Over 240 students returned this questionnaire.

Students who returned the first questionnaire were invited to attend a testing session in October, 1978 during which a short questionnaire and TAT projective tests were administered. The questionnaire elicited information on family background, evaluation of the college experience thus far, concentration choices, career possibilities, and open-ended description of the college environment. A total of 244 students (including 119 women and 125 men) participated in both phases of the first year of this project.

In the winter and spring of 1979, forty students (20 females and 20 males) were randomly chosen from the sample to participate in an interview. The interviews probed in greater depth the same topics covered by the questionnnaires, e.g., evaluation of college experience, friends, concentration choice, course work.

*These resources include data housed at the Center but not yet available to users, as well as data not yet housed at the Center.

Bailey, Susan. Factors Influencing Concentration Choices of Mathematically Talented Undergraduates, 1978- A530.

continued

All completed instruments and computer-accessible information will be housed at the Data Center.

I. Methods
A (long); B (open q, int, proj); C (coll); D ('70's); E (mal, fem, wh, mid)

II. Content
A (car plns, car asp); B (none); C (lev ed, conc, ed asp); D (none) E (none) F (none); G (none)

Bailey, Susan. Alumnae Study: Graduate and Professional Schools at Harvard University, 1979- A536.

The purpose of this study is to collect comparable information about career paths of male and female graduate degree recipients of the class of 1972 from all the graduate and professional schools at Harvard University except the Business School and the Kennedy School of Government. Questionnaires were sent to both male and female eligible degree holders (N=3000) in February, 1979. The questionnaire covered such topics as educational background and employment history, children and child care arrangements, career changes and evaluations of one's own career as compared to male and female colleagues. Many of the same questions included in Nadelson and Notman's study of medical school alumnae were included in this questionnaire.

The computer-accessible data will be housed in the Center's repository.

I. Methods
A (lg surv); B (open q, inc,); C (20's, 30's); D ('70's); E (mal, fem, wh, mid)

II. Content
A (pres wk); B (pres fam, chi car); C (lev ed); D (none); E (none); F (none); G (prof, rolecon)

Davidoff, Ida and Platt, Marjorie. Two Generations of College-Educated Women: The Post-Parental Phase of the Life Cycle, 1957-79, A511.

The primary purpose of this longitudinal survey was to explore the impact of the increasing availability of continuing education and the women's movement on the life styles of women in the "empty nest" and retirement phases of their life cycles. The initial study, conducted in 1957, consisted of extensive interviews with 25 women living in suburban residences of New York City. These respondents were drawn from a list of names supplied by a guidance director of a local high school well acquainted with the background of the students' mothers. The ages of these women at the time of the first study ranged from 47 to 69.

Subjects were interviewed in their homes by the principal investigator. The interview consisted of questions about demographics (age, education, occupational history of self, spouse, and children; years in community; religion; etc.), and 117 open-ended questions designed to probe such issues as the respondent's reaction to and means of coping with the departure of her children; expectations and future plans regarding work; reactions to menopause and aging; health; self-image; and relationships with spouse, children, parents, relatives, and friends. The raw data from the suburban sample are housed at the Center and will be available for use soon.

A twenty-year follow-up and replication study has recently been conducted by Dr. Davidoff and members of the Data Center staff. The nineteen surviving respondents from the original sample were all located and interviewed. In addition, thirty women who met the criteria used to choose the initial sample were selected to participate in a partial replication of the initial study. Subjects were interviewed in their homes by Dr. Davidoff or another trained interviewer. The research instruments consisted of two interviews and a self-administered questionnaire containing open-ended and closed-ended questions on college and continuing education experiences, attitudes about the women's movement, family issues, work and volunteer activities, periods of stress and coping styles, health, retirement plans and activities, and general attitudes and expectations about the future. In addition, the subjects responded to a battery of TAT picture cues. The data are currently being coded and transcribed. The raw data and computer-accessible data will be available soon.

I. Methods
A (x-sect, long); B (open q, int, proj, obj persy, obj att, inc); C (mix); D ('50's, '70's); E (fem, wh, mid)

II. Content
A (pres wk, car plns, car asp, reent wk); B (pres fam, chi car, div lab); C (lev ed, reent ed); D (phys hlth, ment hlth, mens, coping); E (lif sat, mar sat, job sat, self est, pers val); F (att wk, att fam, att sex); G (aging, bereav, decis, leis, socnet)

Fleming, Jacqueline. Correlates of Fear of Success in Black High School Females, 1974, A532.

This study was undertaken to explore the relationship between the motive to achieve and achievement (as well as non-achievement) related behaviors in black female adolescents. Two samples of black high school students were used. Subjects for the first sample were 24 girls and 35 boys enrolled in grades 9-12 at a predominantly black vocational high school in New England. Subjects for the second sample were 44 girls and 38 boys enrolled in grades 9-12 at a predominantly white college preparatory high school in New England, in close proximity to the high school from which the first sample was selected.

During a regular classroom session, both samples of students wrote stories to four verbal projective cues, and answered a series of questions regarding achievement-related aspirations, attitudes and behaviors, sex-role orientation, relationships with family, opinions regarding the writings of black leaders, opinions about interracial relationships, and background information. Also included were measures assessing anxiety -- emotional tension, self-concept, and hopes, wishes and fears. Several cognitive tasks were also administered.

I. Methods
A (sm surv); B (open q, proj, obj persy); C (adol); D ('70's); E (mal, fem, bl, mid, wk)

II. Content
A (car asp); B (des fam, pres fam); C (lev ed, ed asp); D (ment hlth); E (self est, pers val); F (att ach, att sexrol); G (pol, sexrolsoc)

Heins, Marilyn. Practice and Life Patterns of Women and Men Physicians, 1974-75, A016.

This study was undertaken to explore factors involved in productivity, life-cycle decisions, and role conflict in women and men physicians. One hundred and two female and 165 male physicians practicing in a metropolitan area were selected from a random sample generated by the Michigan Medical Association. Of these, 87 female and 95 male physicians were interviewed at length in 1974-1975. Additionally, interviews were also obtained from about one hundred of the female neighbors of the women physicians. Most of these neighbors did not have occupations outside the home.

The 207 item interview was conducted by interviewers trained by the researcher and contained both closed and open-ended questions. Topics covered included demographic information, educational and occupational history, household division of labor, life-cycle decisions, questions about role conflict issues, and various attitudinal scales.

The Center expects to acquire all of the raw data by the spring of 1980, and xeroxes of most of the interview protocols by the fall of 1979. Access to some of the open-ended material will be restricted in order to protect the anonymity of the subjects.

I. Methods
A (sm surv); B (int, obj att, inc); C (mix); D ('70's);
E (mal, fem, wh, mid)

II. Content
A (pres wk, car plns); B (pres fam, chi car, div lab);
C (lev ed); D (coping); E (lif sat, job sat, pers val);
F (att sexrol); G (decis, prof, rolecon, sexrolsoc, pol)

Horner, Matina. Cognitive and Emotional Development in Early Adolescents, 1975-77, A527.

This longitudinal study was conducted by Matina Horner at an elite private secondary school in New England in 1975-77 shortly after this previously all male institution had become coeducational. The purpose of the research was to examine the effect of a predominantly male environment upon the female students in the areas of achievement motivation and performance, sex-role identification, moral and conceptual development, and eventual career choice. All of the 48 girls entering the school during its first year of coeducation and 196 boys were tested in December of 1975. One hundred and thirty-one of the boys and 45 of the girls were tested again the following winter (1977). During this testing, an additional sample of 56 boys and 39 girls were added to the study. All of the original 48 girls and a matched sample of boys were interviewed at both testing periods.

The instruments used at the first testing session included TATs, a measure of test anxiety, a sex-role inventory, and an anagram. Those students interviewed at this time were asked about relationships with parents, future expectations, self-concept, friendship patterns, influential others, personal goals, and attitudes towards the women's movement. Students being tested for the second time were given measures assessing self-esteem, role-taking ability, identity status, moral development, and creativity. The second interviews focused on experiences during the past year, and the degree to which the students felt any closer to their personal goals. The new sample tested at this time were given measures of sex-role orientation, moral development, self-esteem, creativity and test anxiety.

Although housed at the Center, these data are not available to outside researchers until initial analyses have been performed by Dr. Horner and/or Center staff.

I. Methods
A (long); B (open q, int, proj, obj persy, obj att, cog);
C (adol); D ('70's); E (mal, fem, wh, mid)

II. Content
A (car asp); B (pres fam); C (lev ed, ed asp); D (none);
E (self est); F (att wk, att fam, att sexrol); G (sexrolsoc)

Loeser, Herta. Women's Re-Entry Into the Workforce, 1976, A520.

These data were generated from information requested from the participants in an internship program designed to help women re-enter the labor market. The participants were women who had previously left the labor market, who had no previous paid work experience, or who wanted to change careers.

About 100 middle-aged women from the Boston area have participated in this project since it was begun in 1976.

The Center will be acquiring copies of the participants' files. These files consist of an initial information sheet with a small amount of material on background, education, and goals. There are also brief notes from an open-ended personal interview. The files also contain a progress report from the intern's supervisor, as well as evaluations prepared by both the intern and her sponsor. These data have not been coded or systematically analyzed. Therefore, the Center will acquire only raw data.

I. Methods
A (sm surv); B (open q); C (mix); D ('70's); C (fem, bl, wh, mid, wk)

II. Content
A (pres wk, car plns, car asp, reent wk); B (none); C (lev ed); D (none); E (job sat); F (att wk); G (help)

Lopata, Helena. Widowhood in an American City, 1968, A028.

In 1968, the staff of the National Opinion Research Center interviewed 301 Chicago area widows selected by means of modified area probability sampling who (1) had not remarried and who (2) were residing in private dwellings. Approximately one-half of the participants in this study were between 50 and 64 years of age when interviewed; the others were 65 or older. The interview schedule consisted primarily of pre-coded items and included questions concerning the education and employment history of the respondent (both before and after the husband's death), family and community relationships, background and general demographic characteristics, and about the social and emotional adjustment to widowhood. The interview also included several open-ended items dealing with general issues of widowhood (such as the possible advantages of widowhood, the ways in which the respondent had changed since the death of her husband, and so on).

The Center currently has a copy of the interview schedule used in this study on file, and reprints of several papers based on Dr. Lopata's studies of widows. Eventually the actual data will be housed at the Center.

I. Methods
A (lg surv); B (inc); C (50's, older); D ('60's); E (fem, wh, mid, wk)

II. Content
A (pres wk, reent wk); B (pres fam); C (lev ed); D (phys hlth, coping); E (lif sat, mar sat); F (att sex, att fam, att sexrol); G (aging, bereav, help, socnet, leis)

Lopata, Helena. Support Systems Involving Widows, 1974, A537.

A stratified random sample of 1169 widows of all ages living in the metropolitan Chicago area was interviewed by the staff of the University of Illinois Survey Research Laboratory in 1974. The structured interview schedule consisted primarily of pre-coded items. In addition to the usual background and demographic items, questions concerning (1) the utilization of government agencies and programs as well as personal and family resources, (2) the individuals who helped in re-establishing the respondent's life as a widow, (3) prior and current financial and living arrangements, and other issues of particular concern to widows were included.

At this time the Data Center has only a copy of the interview schedule and "person/support system" list on file. A copy of the magnetic tape record of the interview data is being prepared for the Data Center.

I. Methods
A (lg surv); B (none); C (mix); D ('70's); E (fem, wh, bl, mid, wk)

II. Content
A (pres wk, reent wk); B (pres fam); C (reent ed, ed asp, lev ed); D (coping, phys hlth); E (self est, lif sat, mar sat); F (att wk, att fam, att sexrol); G (socnet, bereav, decis, help, leis)

McClellan, Honor. Women's Roles: Conflict, Compromise, or Fulfillment, 1972, A079.

These data were collected in the fall of 1972 to examine the kind and degree of role conflicts experienced by a specific group of women, to examine the level of awareness among these women of their various roles, and to examine the impact of participating in a course about women in the modern world, especially with regard to the personal, interpersonal, and career-related aspects of women's roles.

The sample was comprised of 25 female graduate students who were participants in an intensive two-week workshop on women in the modern world being offered by the Home Economics Department of Eastern Michigan University during August, 1972. Of the 25 women enrolled in the course, 21 indicated a desire to be included in the study, and voluntarily completed all of the instruments.

An extensive questionnaire was distributed to the women on the first day of the seminar. This questionnaire was designed to assess relevant demographic information, the respondents' perceptions of their personal roles, the role conflicts of which respondents were aware, attitudes and values on a variety of topics and the salience of these issues at the time the questionnaire was administered. A 27-item housekeeping checklist was devised to assess "division of labor" in their homes. A final evaluation questionnaire was mailed to all of the initial respondents four months after the completion of the seminar. This questionnaire included both open-ended and precoded items designed to collect additional background data on respondents, evaluation of the workshop, and the influences of the workshop on role satisfactions and feelings of role competence. Subjects were also asked to complete Englehard's Attitudes Toward Women Survey, a questionnaire designed to assess role attitudes, childrearing attitudes, attitudes concerning discriminatory practices, attitudes on education, and attitudes pertaining to the nature of work appropriate for women. Additionally a questionnaire was administered to all subjects to assess their self-concept

At the conclusion of the workshop, 27 hours of the taped class discussion were transcribed. A rudimentary content analysis was performed by the investigator.

All computer-accessible and raw data are available.

I. Methods
A (long); B (open q, obj persy, obj att); C (mix); D ('70's); E (fem, wh, mid)

II. Content
A (pres wk, car plns, car asp); B (pres fam, chi car, div lab); C (lev ed, ed asp); D (none) E (lif sat, mar sat, job sat, self est); F (att wk, att fam, att sexrol); G (rolcon, sexrolsoc, leis)

McCombie, Sharon. A Demographic and Psychosocial Profile of Rape Victims, 1974-79, A515.

This study was undertaken to develop a demographic and psychosocial profile of rape victims in order to locate both internal and external potential risk factors, as well as to explore the pattern and range of the victims' reactions. The data are based on clinical interviews conducted by counselors with 450 rape victims seen at the Rape Crisis Intervention Program at Beth Israel Hospital from 1974 to 1979. The interviews covered demographic information, description of the rape incident, feelings after the rape, help-seeking behavior, recent major changes, and past emotional and social difficulties. Also included on the protocols is the counselor's assessment of the victim's ability to cope with this crisis.

The Data Center expects to receive computer-accessible data and a codebook by the fall of 1979.

I. Methods
A (sm surv); B (none); C (adol, coll, mix); D ('70's); E (fem, bl, wh, mid, wk)

II. Content
A (pres wk); B (pres fam); C (lev ed); D (phys hlth, ment hlth); E (none); F (none); G (help)

Murray, Henry. Explorations in Personality and Supplementary Data, 1930- A519.

This data set involves a broad and intensive study of the personalities of nearly 100 men (mostly originally Harvard College students) in the course of over thirty years of individual case study.

The initial 53 subjects (39 college students, 14 unemployed college age males) were assessed in the 1930's and formed the basis of the monograph Explorations in Personality. These subjects were intensively studied (as members of four subgroups)by an interdisciplinary team of researchers at the Harvard Psychological Clinic.

Though not all measures were given to all subjects, measures given to many included autobiographies, tests of ability and memory, tests of repression, aspiration, and ethical standards, as well as assessments of learning, emotional responses and reactions to frustration. A variety of projective tests (TAT, Rorschach, Imaginal productivity, dramatic productions, etc.) were also given. Both informal and standardized observations and interviews were carried out; in addition, questionnaires assessing political and social views, as well as personality variables, were administered. Finally, a great range of clinical and behavioral ratings were made by the experimenters in the course of the data collection. Subjects participated in approximately 35 hours of assessment procedures spread out over periods ranging from two weeks to six months in this initial assessment.

Two additional groups of male college students (a total of 44) were tested in 1957 and 1960. The focus of this assessment was the students' responses to stressful situations. The subjects were given a variety of measures before and after an interpersonal interaction, which was designed to be stressful. In addition, film and sound records, as well as verbatim transcripts, were maintained. All of these verbal and nonverbal materials, as well as a wide variety of psychological and physiological measures, are available for these subjects.

The original files, films, etc. as well as some coding materials, will eventually be available at the Center.

I. Methods
A (long); B (open q, int, proj, obj persy, obj att, cog); C (coll, mix); D ('30's-'60's); E (mal, wh, mid)

II. Content
A (car asp); B (pres fam); C (lev ed, conc, ed asp); D (phys hlth, ment hlth, coping); E (lif sat, self est, pers val); F (att wk, att fam, att sex, att ach, att sexrol); G (none)

Nadelson, Carol and Notman, Malkah. Male and Female Medical School Alumnae Study, 1949-1977, 1978, A512.

This study, begun in March, 1978, was designed to explore the career patterns of women graduates from the Harvard Medical School, and to determine to what extent these patterns differ from those of the school's male graduates. Questionnaires were sent to all female graduates and a matched sample of male graduates, starting with the class of 1949 and continuing up to and including the class of 1977. Approximately 200 women and 200 men returned the questionnaires, out of a total of about 700 that were sent.

Information solicited included demographic characteristics (sex, year of graduation, marital status, number of children, income, state of residence, occupational history of parents, etc.), as well as such items as spouse's occupation, child care arrangements, time spent on household tasks, and incidence of changes in career plans. Also obtained were data concerning type of medical practice, professional activities, and perceived differences between self and male and female classmates.

All questionnaires are currently housed at the Center, and will be available as soon as the initial analyses have been carried out by the researchers.

I. Methods
A (sm surv); B (open q, inc); C (mix); D ('70's); E (mal, fem, wh, mid)

II. Content
A (pres wk); B (pres fam, chi car, div lab); C (lev ed); D (phys hlth); E (job sat); F (att sexrol); G (prof, rolecon,socnet)

Notman, Malkah and Nadelson, Carol. Longitudinal Study of Male and Female Medical Students, 1978- A538.

This study was undertaken to explore career development in women and men physicians over time, with particular emphasis on their medical school experiences. In the fall of 1978, all of the incoming class (comprised of about 150 students, about 30% of whom are women) were invited to participate in the first phase of the study, during the first week of orientation. About 78 men and 35 women responded and were given a series of questionnaires. These same women and about half of the men were then interviewed in the spring of 1979. A second interview of these same subjects is planned for next year, and it is hoped that subsequent interviews will be obtained over the next ten years.

The questionnaires elicited information about background, symptoms of stress, sex-role orientation, recent life changes, and moods. Subjects also wrote projective stories to five verbal cues. The interviews were open-ended and included questions about why the subjects decided to come to medical school, what their expectations were, how they felt about their first year experience and what difficulties they had encountered, their attitudes towards competition, and the nature of their relationships with friends and family.

Raw data and computer-accessible materials will be available after initial analyses have been performed by the researchers.

I. Methods
A (long); B (open q, int, proj, obj persy, obj att); C (20's, 30's); D ('70's); E (mal, fem, bl, wh, mid)

II. Content
A (pres wk, car plns, car asp); B (pres fam); C (lev ed); D (phys hlth, ment hlth, coping); E (none); F (att ach, att sexrol); G (decis, prof, rolecon, sexrolsoc, socnet)

Parsons, Jacqueline. Career Aspirations Among Smith Undergraduates: A Longitudinal Study, 1975-79, A532.

This longitudinal study was designed to investigate intrapsychic variables that might influence women's career aspirations and ultimate choice. The first wave of the study was conducted in spring, 1975. At that time, 100 Smith College undergraduates enrolled in Introductory Psychology volunteered to participate in this questionnaire study. The battery of questionnaires included Mehrabian's need achievement scale, a modified Internal-External scale adapted from the Black I-E scale, attributional patterns for success and failure in various occupations, attitudes toward women's roles, and a background questionnaire.

The second wave of the study was conducted in fall, 1978, when most of the original subjects were seniors at Smith. The major emphasis in the follow-up study was on the determinants of career choice. The original respondents were recontacted and asked to fill out a battery of questionnaires including many of the scales used in the first study. In addition, several TAT picture cues were administered. Approximately 80 students have participated in the second wave of this study thus far.

The TAT stories and computer-accessible data will eventually be available.

I. Methods
A (long); B (open q, proj, obj persy, obj att); C (coll);
D ('70's) E (fem, wh, mid)

II. Content
A (car plns, car asp); B (des fam); C (lev ed, conc, ed asp);
D (none); E (none); F (att ach, att sexrol); G (none)

Romer, Nancy and Smokler, Carol. Fear of Success in School-Age Males and Females, 1972, A030.

This study was undertaken for several purposes. It attempted to replicate the behavioral and non-behavioral aspects of Horner's fear of success in pre-adolescent and adolescent males and females, to find the point in chronological development at which fear of success imagery in a TAT-like story is related to performance decrements in competitive situations, to determine sex-related differences in this relationship and in the types of fear of success imagery expressed, and finally to study the relationship between fear of success and sex role identity.

The subjects were white middle-class males and females in the fifth, seventh, eighth, and eleventh grades in Ann Arbor, Michigan who volunteered to participate in the study. The sample consisted of 169 males and 168 females.

Several research instruments were administered to students in group settings. First, students were given a TAT-like measure in their classroom, which consisted of five projective verbal cues. The fifth verbal cue was designed to offer a realistic success situation in the foreseeable future that was not clearly masculinely sex-typed. Each student received a cue depicting top academic performance on a level beyond his or her current level.

Additionally, students performed a series of scrambled word tasks under five different experimental conditions, including (competitive vs. non-competitive) X (same sex vs. opposite sex) situations, and one condition when the subjects responded alone.

The students were also given a modified version of the Broverman, et al (1972) Sex Role Questionnaire. This measure required the students to describe themselves on a series of bipolar items that were associated with male and female sex role standards.

Finally, all of the students participated in a twenty-minute structured individual interview regarding their future plans (i.e., college, marriage, career, etc.), parental expectations, siblings, friends, best things about self, and the females' attitudes toward women's liberation.

A six-year longitudinal follow-up is now being conducted by Elyse Sutherland. Data from this follow-up should be available by

Romer, Nancy and Smokler, Carol. Fear of Success in School-Age Males and Females, 1972, A030.

continued

the summer of 1979. Raw data and computer-accessible data are available at the Center.

I. Methods
A (exp, long); B (open q, int, proj, obj persy, obj att, cog, perf); C (kids, adol); D ('70's) E (mal, fem, wh, mid)

II. Content
A (car asp); B (des fam); C (lev ed, ed asp); D (mens); E (self est, pers val); F (att ach, att sexrol); G (sexrolsoc, socnet)

Stewart, Abigail. Experience-Induced Affective Development in Children and Adults, 1976-79, A529.

This study was conducted to explore the psychological adaptation to the environment of children and adults. The plan of the research was a combined cross-sectional, longitudinal design which permitted the separation of the effects of age and time with respect to transition.

Longitudinal data collection was initiated after a pilot study of Boston University Summer School students was conducted in the summer of 1976 in order to refine and clarify instruments. In the fall of 1976, 374 students in the fifth through tenth grades in the Watertown, Massachusetts public school system were tested in small group sessions. The instruments used for these subjects were a 4-picture version of the TAT, the Feffer Role-Taking Task, the Kelly Role Repertory Grid and a questionnaire with demographic questions about recent transitions. School administrators and teachers of the students were asked to rate each child on ability, adjustment and number of recent home transitions. One hundred thirty-nine college students, mostly freshmen, enrolled in an introductory psychology course at Boston University were given the same instruments. In addition, the college students also completed the Marcia Ego Identity Status Sentence Completion Test.

The next phase of the study was concerned with adult experience-induced stage cycle shifts. Subjects before and after marriage, before and after the birth of a new baby, and in adaptation to new jobs made up the samples of adults. They were recruited through city marriage records, advertisements and student lists. Thirty newly-married couples, 27 engaged women, 20 expecting couples and 20 new parents participated. Instruments were administered in person. In addition to the basic instruments described above specifically relevant measures were administered to particular samples.

In the next phase of the study, two groups were sampled for new initial testing. Kindergarten, first and second grade children were personally interviewed in September of 1977. A combined total of 32 boys and 30 girls were administered the TAT and questions about themselves, transitions, reactions to school, etc. A small sample of 22 women who were graduating seniors from two non-liberal arts, health-vocational colleges at Boston University also completed a questionnaire about work, the standard measures, and the Rahe "Recent Life Changes Questionnaire."

Stewart, Abigail. Experience-Induced Affective Development in Children and Adults, 1976-79, A529.

continued

In the fall of 1977, a follow-up testing of a randomly selected half of the initial sample of elementary, junior and high school students was conducted. At this time 72 males and 64 females were tested in the first follow-up, with essentially the same instruments. About half of the original college sample were retested. All of the married and engaged subjects were followed up, and the previously engaged and now married subjects were encouraged to bring their spouses. Thirteen couples from the originally "married" sample and 10 females and 5 male spouses from the original "engaged" sample were given the TAT, "Who Am I", demographic questionnaire, questionnaire on marriage and the Eysenck Personality Inventory. Several other couples who had moved filled out the instruments by mail; the total number of subjects followed up was 57. All of the initial "new parents" and "expectant parents" were followed up with a home-delivered package of instruments completed by 32 males and 39 females.

In the fall of 1978, the random half of the samples not tested in the fall of 1977 were tested. All of the kindergarten, first and second grade students were retested individually and about 30 fifth graders were also individually interviewed at this time. Finally, the remaining college juniors and seniors were tested. All of the data will be acquired in computer-accessible form; responses to open-ended questions and tests will also be acquired in raw form.

I. Methods
A (x-sect, long); B (open q, int, proj, obj persy, obj att); C (kids, adol, coll, 20's, 30's); D ('70's); E (mal, fem, wh, mid, wk)

II. Content
A (pres wk, car plns, car asp); B (pres fam, chi car); C (lev ed, conc, ed asp); D (phys hlth, coping); E (mar sat, job sat, self est); F (att sexrol); G (decis, rolecon, sexrolsoc)

Stewart, Abigail. Follow-up of the Competence and College Study, 1977, A533.

These data were collected as a follow-up of the study conducted by Winter, McClelland, and Stewart in 1974.

In late 1977, a Life-Patterns Questionnaire was mailed to all members of the Class of 1975 from Ivy College (69 males and 49 females). The response rate was approximately 70% for the total sample.

The Life-Patterns Questionnaire contained both open-ended and pre-coded questions. The questionnaire elicited background information, college experiences, activities since graduation, and future aspirations. Most of the items were drawn from the original Life-Patterns Questionnaire used in Stewart's 1960-76 study. All data have been acquired in computer-accessible form. Original responses to open-ended questions have also been acquired.

Raw and computer-accessible data will both be available.

I. Methods
A (long); B (open q); C (20's); D ('70's); E (mal, fem, wh, mid)

II. Content
A (pres wk, car asp); B (pres fam); C (lev ed); D (none); E (none); F (none); G (none)

Stewart, Abigail. Decision Making in College Seniors, 1979, A528.

This study was undertaken as part of a larger research project exploring situationally induced affective development. This particular part of the project focused on the relationship between emotional maturity and the planning styles of students. About 45 male and 45 female seniors at Boston University, selected randomly from the college of liberal arts and the school of engineering, participated in this study. Also sampled were students who had shown exceptionally high promise in high school and had been awarded full scholarships at the University as "trustee scholars."

At the first testing session, subjects wrote stories to four TAT pictures, and filled out a variety of measures of cognitive and affective development, and decision-making strategy, as well as a demographic questionnaire. Three weeks later, all of the subjects were interviewed. The interviews focused on how and why the student chose his/her particular major and how and why the student had decided upon his/her plans for the next year. Particular emphasis was placed on the influence of early experiences, important others, experiences as college students, and reasons for any changes in major or vocational plans, and future goals.

The raw data are currently available. A computer-accessible tape will be available in the Fall of 1979.

I. Methods
A (sm surv); B (open q, int, proj, obj att, cog); C (coll); D ('70's); E (mal, fem, wh, mid)

II. Content
A (car plns, car asp); B (pres fam, des fam); C (lev ed, conc, ed asp); D (coping); E (none); F (none); G (decis)

Winter, David G., McClelland, David C., and Stewart, Abigail J. Competence and College: Evaluating the Liberal University, 1974-1978, A531.

The purpose of this study was to discern the distinctive effects of liberal arts education by comparing freshman and senior responses at three colleges.

The cross-sectional sample (N=396, half female-half male) was drawn from the freshman (Class of 1978) and senior (Class of 1975) classes of three different kinds of higher education institutions: a prestigious, traditional 4-year liberal arts, eastern U.S. institution (Ivy College), a State, 4-year undergraduate program for training teachers, and a public, 2-year community college. A larger sample size (N=264) was obtained for Ivy College than for teachers and community colleges (N=150 each).

In the fall of 1974, all subjects were administered a questionnaire eliciting demographic information. The freshman questionnaire tapped college expectations, and the senior questionnaire tapped college experiences. Freshman at Ivy College also filled out an Entering Student Questionnaire as part of the registration process.

The Classes of 1975 and 1978, of all three colleges, were administered a battery of tests (Form A) including the TAT which was scored for power, affiliation and achievement motives, as well as fear of success, self-definition, and maturity of adaptation to the environment. In addition, the Test of Thematic Analysis, which examines the S's ability to create and express sophisticated concepts, and the Analysis of Argument Test which probes and examines conceptual processes and reasoning abilities were given. Form A also included measures of creativity, concept formation, ability to learn new material, a profile of nonverbal sensitivity, cognitive skills and an inventory of courses taken.

A separate battery of tests (Form B) was administered to a subsample of the Ivy College sample. This battery included many of the same operant measures as Form A as well as a number of different tests, such as sex-role and other attitude and personality inventories.

Finally, the Class of 1978 were given many of the same measures in a longitudinal follow-up during their senior year. These data are included. An independent follow-up of the Class of 1975 by Stewart, 1977, is separately described, but is also being acquired.

All computer-accessible and raw data will be available.

I. Methods
A (x-sect, long); B (open q, proj, obj persy, obj att, cog); C (coll); D ('70's); E (mal, fem, wh, mid, wk)

II. Content
A (car plns, car asp); B (none); C (lev ed, conc, ed asp); D (none); E (self est); F (att sexrol); G (pol)

Index of Data Resources by Coding Category

I. Methods of Data Collection

A. Design approach

1. Large survey

Atchley (a), Bailey, 1979 (c), Campbell, Converse and Rodgers (a), Douglas (b), Duncan and Morgan (a), Gurin (a), Gurin, Veroff and Feld (a), Kelly (a), Lopata, 1968 (c), Lopata, 1974 (c), Miller and Douvan (a), Miller and Miller (a), NORC (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Trachtenberg, 1973-74 (a).

2. Small survey

Birnbaum (a), Burrell (a), Fleming (c), Ginzberg and Yohalem (a), Goodman (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Kilson (a), Lipman-Blumen (a), Loeser (c), McCombie (c), Nadelson and Notman (c), Paige (a), Puryear and Mednick (a), Stewart, 1979 (c), Stoper (a), Taylor (a), Wilton (b).

3. Longitudinal

Atchley (a), Bailey, 1978 (c), Barnett (a), Berger (a), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Ginzberg and Yohalem (a), Gurin (a), Hoffman, 1974 (a), Horner, 1975-77 (c), Kelly (a), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), Murray (c), Notman and Nadelson (c), Parnes (a), Parsons (c), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Tangri (b), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

4. Cross-sectional

Davidoff and Platt (c), Lowenthal, Thurnher and Chiriboga (b), Miller and Miller (a), NORC (a), Parnes (a), Stewart, 1976-79 (c), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

5. Replication

Gurin, Veroff and Feld (and Veroff and Douvan; a).

6. Experiment

Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1972 (b), Romer and Smokler (c).

B. Measures available include:

1. Open-ended material from questionnaires

Bailey, 1978 (c), Bailey, 1979 (c), Barnett (a), Birnbaum (a), Burell (a), Davidoff and Platt (c), Douglas (b), Fleming (c), Ginzberg and Yohalem (a), Goodman (a), Gurin (a), Harlan (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Kilson (a), Loeser (c), McClellan (c), McClelland (a), Murray (c), Nadelson and Notman (c), Notman and Nadelson (c), Paige (a), Parsons (c), Puryear and Mednick (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

2. Interview transcripts

Bailey, 1978 (c), Barnett (a), Davidoff and Platt (c), Heins (c), Horner, 1975-77 (c), McClelland (a), Murray (c), Notman and Nadelson (c), Paige (a), Romer and Smokler (c), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b), Wilton (b).

3. Projective tests

Bailey, 1978 (c), Birnbaum (a), Davidoff and Platt (c), Fleming (c), Gurin, Veroff and Feld (and Veroff and Douvan; a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), McClelland (a), Murray (c), Notman and Nadelson (c), Parsons (c), Puryear and Mednick (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b), Wilton (b), Winter, McClelland and Stewart (c).

4. Objective personality tests

Barnett (a), Berger (a), Crandall (b), Davidoff and Platt (c), Fleming (c), Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Lipman-Blumen (a), Lowenthal, Thurnher, and Chiriboga (b), McClellan (c), McClelland (a), Miller and Douvan (a), Murray (c), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c), Tangri (b), Winter, McClelland and Stewart (c).

5. Objective attitude tests

Atchley (a), Barnett (a), Berger (a), Burrell (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Goodman (a), Gurin (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1975-77 (c), Kelly (a), Lipman-Blumen (a), Lowenthal,

5. Objective attitude tests (continued)

Thurnher, and Chiriboga (b), McClellan (c), McClelland (a), Miller and Douvan (a), Murray (c), Notman and Nadelson (c), Parsons (c), Puryear and Mednick (a), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

6. Cognitive tests

Crandall (b), Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Lowenthal, Thurnher and Chiriboga (b), McClelland (a), Murray (c), Romer and Smokler (c), Shinn (a), Stewart, 1979 (c), Winter, McClelland, and Stewart (c).

7. Performance tests

Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1972 (b), Lowenthal, Thurnher and Chiriboga (b), Romer and Smokler (c), Shinn (a).

8. Income data

Atchley (a), Bailey, 1979 (c), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (b), Ginzberg and Yohalem (a), Goodman (a), Harlan (a), Heins (c), Kelly (a), Lipman-Blumen (a), Lopata, 1968 (c), Lowenthal, Thurnher and Chiriboga (b), McClelland (a), Miller and Douvan (a), Miller and Miller (a), Nadelson and Notman (c), NORC (a), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stoper (a), Tangri (b), Taylor (a).

C. Age of Sample

1. Children under 13

Crandall (b), Romer and Smokler (c), Stewart, 1976-79 (c).

2. Adolescents (over 13; high school)

Crandall (b), Fleming (c), Horner, 1975-77 (c), Lowenthal, Thurnher and Chiriboga (b), McCombie (c), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c).

3. College

Bailey, 1978 (c), Barnett (a), Berger (a), Crandall (b), Gurin (a), Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1972 (b), McCombie (c), Murray (c), Parsons (c), Puryear and Mednick (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

4. Non-college-in 20's

Bailey, 1979 (c), Crandall (b), Hoffman, 1974 (a), Kelly (a), Lowenthal, Thurnher, and Chiriboga (b), Notman and Nadelson (c), Stewart, 1976-79 (c), Stewart, 1977 (c), Tangri (b), Wilton (b).

5. In thirties

Bailey, 1979 (c), Kelly (a), McClelland (a), Notman and Nadelson (c), Paige (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Wilton (b).

6. In forties

Kelly (a), Lowenthal, Thurnher and Chiriboga (b), Paige (a).

7. In fifties

Atchley (a), Lopata, 1968 (c).

8. Older than 60

Atchley (a), Lopata, 1968 (c), Lowenthal, Thurnher and Chiriboga (b).

9. Adult, mixed age

Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Ginzberg and Yohalem (a), Goodman (a), Gurin, Veroff and Feld (and Veroff and Douvan; a), Harlan (a); Heins (c), Kilson (a), Lipman - Blumen (a), Loeser (c), Lopata, 1974 (c), McClellan (c), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Murray (c), Nadelson and Notman (c), NORC (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stoper (a), Taylor (a).

D. Time of data collection

1. 1930's

Kelly (a), Murray (c)

2. 1940's

Crandall (b), Kelly (a), Murray (c)

3. 1950's

Crandall (b), Davidoff and Platt (c), Gurin, Veroff and Feld (a), Kelly (a), McClelland (a), Murray (c).

4. 1960's

Barnett (a), Crandall (b), Douglas (b), Duncan and Morgan (a), Ginzberg and Yohalem (a), Gurin (a), Horner, 1965 (a), Lipman-Blumen (a), Lopata, 1968 (c), Murray (c), Parnes (a), Quinn, Seashore, and Mangione (a), Stewart, 1960-76 (a), Tangri (b).

5. 1970's

Atchley (a), Bailey, 1978 (c), Bailey, 1979 (c), Berger (a), Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Duncan and Morgan (a), Fleming (c), Ginzberg and Yohalem (a), Goodman (a), Veroff and Douvan (see Gurin, Veroff and Feld; a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kilson (a), Loeser (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

E. Other Sample Characteristics

1. Sex

a. male: Atchley (a), Bailey, 1978 (c), Bailey, 1979 (c), Berger (a), Campbell, Converse and Rodgers (a), Crandall (b), Douglas (b), Duncan and Morgan (a), Fleming (c), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), McClelland (a), Miller and Douvan (a), Miller and Miller (a), Murray (c), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Taylor (a), Trachtenberg, 1973-74 (a), Winter, McClelland and Stewart (c).

1. Sex (continued)

b. female: Atchley (a), Bailey, 1978 (c), Bailey, 1979 (c), Barnett (a), Berger (a), Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Fleming (c), Ginzberg and Yohalem (a), Goodman (a), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Kilson (a), Lipman-Blumen (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

2. Race

a. black: Atchley (a), Burrell (a), Campbell, Converse and Rodgers (a), Duncan and Morgan (a), Fleming (c), Gurin, Veroff and Feld (a), Harlan (a), Loeser (c), Lopata, 1974 (c), McCombie (c), Miller and Douvan (a), Miller and Miller (a), NORC (a), Notman and Nadelson (c), Parnes (a), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Trachtenberg, 1973-74 (a).

b. white: Atchley (a), Bailey, 1978 (c), Bailey, 1979 (c), Barnett (a), Berger (a), Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Ginzberg and Yohalem (a), Goodman (a), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Kilson (a), Lipman-Blumen (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Murray (c), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

3. Social class

a. middle: Atchley (a), Bailey, 1978 (c), Bailey, 1979 (c), Barnett (a), Berger (a), Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Fleming (c), Ginzberg and

3. Social class (continued)

a. middle (continued) Yohalem (a), Goodman (a), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Kilson (a), Lipman-Blumen (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Murray (c), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

b. working: Atchley (a), Berger (a), Campbell, Converse and Rodgers (a), Duncan and Morgan (a), Fleming (c), Gurin (a), Gurin, Veroff and Feld (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), NORC (a), Paige (a), Parnes (a), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1976-79 (c), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

II. Content Areas Assessed

A. Work and career variables

1. Present work situation

Atchley (a), Bailey, 1979 (c), Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (b), Ginzberg and Yohalem (a), Goodman (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1974 (a), Kelly (a), Kilson (a), Lipman-Blumen (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stoper (a), Tangri (b), Taylor (a), Wilton (b).

2. Career plans

Bailey, 1978 (c), Barnett (a), Berger (a), Birnbaum (a), Crandall (b), Davidoff and Platt (c), Duncan and Morgan (b), Gurin (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Horner, 1965 (a), Horner, 1972 (b), Lipman-Blumen (a), Loeser (c), McClellan (c), Notman and Nadelson (c), Paige (a), Parsons (c), Puryear and Mednick (a), Shinn (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b),

2. Career plans (continued)

Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

3. Career goals and aspirations

Bailey, 1978 (c), Barnett (a), Berger (a), Birnbaum (a), Burrell (a), Crandall (b), Davidoff and Platt (c), Fleming (c), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1975-77 (c), Lipman-Blumen (a), Loeser (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), Miller and Douvan (a), Murray (c), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Quinn, Mnagione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Shinn (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Tangri (b), Trachtenberg 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

4. Reentry into labor force

Davidoff and Platt (c), Duncan and Morgan (b), Ginzberg and Yohalem (a), Goodman (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Paige (a), Parnes (a), Stewart, 1960-76 (a), Tangri (b).

B. Family variables

1. Present family structure

Atchley (a), Bailey, 1979 (c), Berger (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Fleming (c), Ginzberg and Yohalem (a), Goodman (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1974 (a), Horner, 1975-77 (c), Kelly (a), Lipman-Blumen (a), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Murray (c), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Stoper (a), Tangri (b), Taylor (a), Wilton (b).

2. Desired family structure

Barnett (a), Duncan and Morgan (a), Fleming (c), Gurin (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1972 (b), Lipman-Blumen (a), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Romer and Smokler (c), Shinn (c), Stewart, 1979 (c), Tangri (b), Trachtenberg, 1973-74 (a).

3. Child care arrangements

Bailey, 1979 (c), Birnbaum (a), Davidoff and Platt (c), Duncan and Morgan (a), Gurin, Veroff and Feld (a), Heins (c), Kelly (a), Lipman-Blumen (a), McClellan (c), Nadelson and Notman (c), Paige (a), Parnes (a), Stewart, 1976-79 (c), Stoper (a), Tangri (b), Wilton (b).

4. Division of labor at home

Birnbaum (a), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Harlna (a), Heins (c), Kelly (a), McClellan (c), Nadelson and Notman (c), Paige (a), Stoper (a), Tangri (b), Wilton (b).

C. Education variables

1. Level of education attained

Atchley (a), Bailey, 1978 (c), Bailey, 1979 (c), Barnett (a), Berger (a), Birnbaum (a), Burrell (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Fleming (c), Ginzberg and Yohalem (a), Goodman (a), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Kelly (a), Kilson (a), Lipman-Blumen (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), McClelland (a), McCombie (c), Miller and Douvan (a), Miller and Miller (a), Murray (c), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1977 (c), Stewart, 1979 (c), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Wilton (b), Winter, McClelland and Stewart (c).

2. Field of concentration

Bailey, 1978 (c), Barnett (a), Berger (a), Birnbaum (a), Crandall (b), Ginzberg and Yohalem (a), Gurin (a), Harlan (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Kilson (a), Lipman-Blumen (a), Murray (c), Paige (a), Parsons (c), Puryear and Mednick (a), Stewart, 1976-79 (c), Stewart, 1979 (c). Tangri (b), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

3. Educational goals and aspirations

Bailey, 1978 (c), Barnett (a), Berger (a), Crandall (b), Fleming (c), Ginzberg and Yohalem (a), Gurin (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Horner, 1975-77 (c), Lipman-Blumen (a), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b)

3. Educational goals and aspirations (continued)

McClellan (c), Murray (c), Paige (a), Parnes (a), Parsons (c), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b), Trachtenberg, 1973-75 (a), Winter, McClelland and Stewart (c).

4. Reentry into education

Davidoff and Platt (c), Lipman-Blumen (a), Lopata, 1974 (c), Paige (a), Parnes (a), Tangri (b).

D. Health variables

1. Physical health

Atchley (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Duncan and Morgan (a), Gurin, Veroff and Feld (a), Kelly (a), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McCombie (c), Murray (c), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1960-76 (a), Stewart, 1976-79 (c).

2. Mental health

Birnbaum (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Duncan and Morgan (a), Fleming (c), Gurin, Veroff and Feld (a), Kelly (a), Lowenthal, Thurnher, and Chiriboga (b), McCombie (c), Murray (c), Notman and Nadelson (c), Paige (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1960-76 (a).

3. Menstruation and/or menopause

Birnbaum (a), Davidoff and Platt (c), Kelly (a), Lowenthal, Thurnher and Chiriboga (b), Romer and Smokler (c), Stewart, 1960-76 (a).

4. Coping strategies and coping styles

Davidoff and Platt (c), Douglas (b), Gurin, Veroff and Feld (a), Heins (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), Murray (c), Notman and Nadelson (c), Stewart, 1960-76 (a), Stewart, 1976-79 (c), Stewart, 1979 (c).

E. Satisfaction and Personal Values

1. Life satisfaction/personal happiness

Atchley (a), Berger (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Douglas (b), Ginzberg and Yohalem (a), Gurin, Veroff and Feld (a), Heins (c), Hoffman, 1974 (a), Kelly (a), Lipman-Blumen (a), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), Miller and Miller (a), Murray (c), NORC (a), Paige (a), Quinn, Mangione

1. Life satisfaction/personal happiness (continued)

and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1960-76 (a).

2. Marital satisfaction

Birnbaum (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Douglas (b), Gurin, Veroff and Feld (a), Hoffman, 1974 (a), Kelly (a), Lipman-Blumen (a), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), Miller and Miller (a), NORC (a), Paige (a), Stewart, 1976-79 (c), Tangri (b).

3. Job satisfaction

Atchley (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Duncan and Morgan (a), Ginzberg and Yohalem (a), Goodman (a), Gurin, Veroff and Feld (a), Harlan (a), Heins (c), Kelly (a), Lipman-Blumen (a), Loeser (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), Nadelson and Notman (c), NORC (a), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stewart, 1976-79 (c), Tangri (b).

4. Self-esteem/self concept

Atchley (a), Berger (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Fleming (c), Gurin (a), Gurin, Veroff and Feld (a), Hoffman, 1974 (a), Horner, 1975-77 (c), Kelly (a), Lipman-Blumen (a), Lopata, 1974 (c), McClellan (c), Miller and Miller (a), Murray (c), Paige (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Romer and Smokler (c), Stewart, 1976-79 (c), Tangri (b), Winter, McClelland and Stewart (c).

5. Personal values

Atchley (a), Berger (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Fleming (c), Ginzberg and Yohalem (a), Gurin (a), Gurin, Veroff and Feld (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Kelly (a), Lipman-Blumen (a), Lowenthal, Thurnher and Chiriboga (b), McClelland (a), Miller and Douvan (a), Miller and Miller (a), Murray (c), NORC (a), Paige (a), Quinn, Mangione and Seashore (a), Romer and Smokler (c), Tangri (b).

F. Attitudes and orientations

1. Towards work

Barnett (a), Birnbaum (a), Cambell, Converse and Rodgers (a), Davidoff and Platt (c), Douglas (b), Duncan and Morgan (a), Ginzberg and Yohalem (a), Goodman (a), Gurin, Veroff and Feld (a), Harlan (a), Hoffman, 1974 (a), Horner, 1975-77 (c), Kelly (a), Lipman-Blumen (a), Loeser (c), Lopata, 1974 (c), McClellan (c), Murray (c), Paige (a), Parnes (a), Quinn, Mangione and Seashore (a), Quinn, Seashore and Mangione (a), Stoper (a), Tangri (b), Trachtenberg, 1973-74 (a).

2. Towards family and marriage

Barnett (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Douglas (b), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1975-77 (c), Kelly (a), Lipman-Blumen (a), Lopata, 1968 (c), Lopata, 1974 (c), McClellan (c), Murray (c), NORC (a), Paige (a), Stoper (a), Tangri (b), Trachtenberg, 1973-74 (a), Wilton (b).

3. Towards sex

Berger (a), Birnbaum (a), Davidoff and Platt (c), Lopata, 1968 (c), Lowenthal. Thurnher and Chiriboga (b), McClelland (a), Murray (c), NORC (a),Paige (a), Tangri (b).

4. Towards achievement

Berger (a), Douglas (b), Fleming (c), Gurin (a), Harlan (a), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1965 (a), Horner, 1972 (b), Kelly (a), Murray (c), Notman and Nadelson (c), Paige (a), Parsons (c), Puryear and Mednick (a), Romer and Smokler (c), Shinn (a), Tangri (b), Trachtenberg, 1973-74 (a).

5. Towards sex roles (including attitudes towards women)

Berger (a), Birnbaum (a), Crandall (b), Fleming (c), Goodman (a), Gurin (a), Harlan (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1975-77 (c), Lipman-Blumen (a), Lopata, 1968 (c), Lopata, 1974 (c), McClellan (c), Miller and Miller (a), Murray (c), Nadelson and Notman (c), Notman and Nadelson (c), Paige (a), Parnes (a), Parsons (c), Puryear and Mednick (a), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c), Stoper (a), Tangri (b), Taylor (a), Trachtenberg, 1973-74 (a), Winter, McClelland and Stewart (c).

G. Special topics

1. Aging and retirement

Atchley (a), Campbell, Converse and Rodgers (a), Davidoff and Platt (c), Lopata, 1968 (c), Lowenthal, Thurnher and Chiriboga (b), Parnes (a).

2. Bereavement/Widowhood

Davidoff and Platt (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b).

3. Decision-making

Barnett (a), Davidoff and Platt (c), Ginzberg and Yohalem (a), Gurin (a), Harlan (a), Heins (c), Hoffman, 1974 (a), Horner, 1972 (b), Lopata, 1974 (c), Notman and Nadelson (c), Puryear and Mednick (a), Stewart, 1976-79 (c), Stewart, 1979 (c), Tangri (b), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a).

4. Help-seeking and use of help resources

Barnett (a), Douglas (b), Gurin, Veroff and Feld (a), Kelly (a), Loeser (c), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McCombie (c), Quinn, Seashore and Mangione (a), Stoper (a), Tangri (b), Trachtenberg, 1973-74 (a), Trachtenberg, 1973-75 (a).

5. Use of leisure time

Atchley (a), Berger (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Crandall (b), Ginzberg and Yohalem (a), Goodman (a), Gurin (a), Gurin, Veroff and Feld (a), Hoffman, 1974 (a), Kelly (a), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), McClellan (c), Paige (a), Trachtenberg, 1973-74 (a).

6. Political attitudes and/or behavior

Berger (a), Burrell (a), Campbell, Converse and Rodgers (a), Fleming (c), Gurin (a), Heins (c), Lowenthal, Thurnher and Chiriboga (b), McClelland (a), Miller and Douvan (a), Miller and Miller (a), NORC (a), Paige (a), Puryear and Mednick (a), Stoper (a), Tangri (b), Taylor (a), Winter, McClelland and Stewart (c).

7. Professional groups and professional activities

Bailey, 1979 (c), Campbell, Converse and Rodgers (a), Ginzberg and Yohalem (a), Goodman (a), Harlan (a), Heins (c), Kilson (a), Nadelson and Notman (c), Notman and Nadelson (c), Stewart, 1960-76 (a), Wilton (b).

8. Role conflict

Bailey, 1979 (c), Birnbaum (a), Douglas (b) Duncan and Morgan (a), Ginzberg and Yohalem (a), Goodman (a), Harlan (a), Heins (c), Hoffman, 1974 (a), Kilson (a), Lipman-Blumen (a), McClellan (c), Nadelson and Notman (c), Notman and Nadelson (c), Paige (a), Puryear and Mednick (a), Stewart, 1976-79 (c), Stoper (a), Tangri (b).

9. Sexrole socialization

Barnett (a), Berger (a), Birnbaum (a), Crandall (b), Fleming (c), Ginzberg and Yohalem (a), Gurin (a), Heins (c), Hoffman, 1971 (a), Hoffman, 1974 (a), Horner, 1972 (b), Horner, 1975-77 (c), Lipman-Blumen (a), McClellan (c), McClelland (a), Notman and Nadelson (c), Paige (a), Parnes (a), Puryear and Mednick (a), Romer and Smokler (c), Shinn (a), Stewart, 1976-79 (c), Tangri (b), Trachtenberg, 1973-74 (a), Tranchtenberg, 1973-75 (a), Wilton (b).

10. Sexuality

Berger (a), Kelly (a), Lowenthal, Thurnher, and Chiriboga (b), Paige (a).

11. Social networks and support systems

Atchley (a), Barnett (a), Birnbaum (a), Campbell, Converse and Rodgers (a), Crandall (b), Davidoff and Platt (c), Douglas (b), Gurin (a), Gurin, Veroff and Feld (a), Harlan (a), Kelly (a), Lopata, 1968 (c), Lopata, 1974 (c), Lowenthal, Thurnher and Chiriboga (b), Nadelson and Notman (c), NORC (a), Notman and Nadelson (c), Puryear and Mednick (a), Romer and Smokler (c), Stoper (a), Wilton (b).